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REPORTS

FROM

COMMISSIONERS, INSPECTORS,

AND OTHERS:

FORTY-SEVEN VOLUMES.

— *(15.)* —

EDUCATION (ENGLAND AND WALES)—*continued.*

EDUCATION (IRELAND).

SESSION 1.—5 *February* 1895——6 *July* 1895.

SESSION 2.—12 *August* 1895——5 *September* 1895.

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FORTY-SEVEN VOLUMES:—CONTENTS OF THE

FIFTEENTH VOLUME.

N.B.—*THE* Figures *at the* beginning of the line, *correspond with the* N° *at the foot of each* Report; *and the* Figures *at the* end of the line, *refer to the* MS. Paging *of the Volumes arranged for The House of Commons.*

EDUCATION (ENGLAND AND WALES)—*continued.*

Training Colleges:

[C. 7813.] Reports for the Year 1894 by (1) H. E. Oakeley, Esq., on the Training Colleges for Schoolmasters and Schoolmistresses; (2) The Honourable Mrs. Colborne on Needlework in the Training Colleges for Mistresses; (3) Sir John Stainer on Music in the Training Colleges for Schoolmasters and Mistresses. p. 1

General Reports:

[C. 7814.] Eastern Division: General Report for the Year 1894. 183

[C. 7814.–I.] North Eastern Division: General Report for the Year 1894. 203

[C. 7814–II.] North Central Division: General Report for the Year 1894. 223

[C. 7814–III.] South Western Division: General Report for the Year 1894. 247

[C. 7814–IV.] Welsh Division: General Report for the Year 1894. 271

Endowed Schools Acts:

[C. 7749.] Report to the Committee of Council on Education of the Proceedings of the Charity Commissioners for England and Wales, under the Endowed Schools Acts, 1869 to 1889, for the Year 1894. 361

EDUCATION (IRELAND):

[c. 7717.] Annual Report of the Commissioners of Education in Ireland, for the Year 1894. p. 379

INTERMEDIATE EDUCATION (IRELAND):

[c. 7677.] Report of the Intermediate Education Board for Ireland, for the Year 1894. 405

ROYAL UNIVERSITY OF IRELAND.

[c. 7752.] Thirteenth Report of the Royal University of Ireland for 1894. 527

QUEEN'S COLLEGE (BELFAST):

[c. 7807.] The Report of the President of Queen's College, Belfast, for the Session 1894–95. 547

QUEEN'S COLLEGE (CORK):

[c. 7817.] The Report of the President of Queen's College, Cork, for the Session 1894–95, with Appendices. 601

QUEEN'S COLLEGE (GALWAY):

[c. 7785.] The Report of the President of Queen's College, Galway, for the Session 1894–95. 627

REPORT, *for the Year* 1894, *by* H. E. OAKELEY, ESQ., *one of Her Majesty's Chief Inspectors, on the* TRAINING COLLEGES.

MY LORDS,

I HAVE the honour to present a general report on the training colleges for the year 1894.

My colleague, Mr. Scott Coward, and Mr. Barnett, assistant inspector of training colleges, have supplied me with observations based on their experience at the colleges visited by them, and these will be given in the following account under appropriate heads. Mr. Scott Coward was ill during part of the year. He says :—

Mr. Scott Coward.

"I have been unable to see as many and as much of the training colleges assigned to me as I wished, having been seriously ill and forced to give up all official duty for five months. But nevertheless I have seen sufficient of their premises, organisation, aims, and results to be enabled to express some definite opinions on their status of efficiency in some at least of its more leading characteristics. I will endeavour to be as moderate as possible in doing this, recollecting that, if moderation of expression and judgment even where experience is widest is ever the best, it is necessary where experience is narrow as mine is in the case of the training colleges. This sobriety shall be observed as well in praise as in blame, in commendation as in reproof, since both rest upon the same basis, that of knowledge gained by experience."

Queen's Scholarship examination, 1894. Mr. Oakeley.

The qualification for entrance at a college, whether a day college attached to some university or college of university rank, or a residential college, is to have passed in the first or second class at the last preceding Queen's Scholarship Examination. In 1894 there were two such examinations, one in July, the other in December, but as the list for the former only has been issued, the following statistics refer to the July examination :—

QUEEN'S SCHOLARSHIP EXAMINATION, JULY 1894.

	Presented for Examination.	Passed.				Failed.
		1st Class.	2nd Class.	3rd Class.	Total.	
Men - - -	2,155	297	1,017	320	1,634	521
Women - - -	5,919	1,124	1,905	1,424	4,453	1,466
Total - -	8,074	1,421	2,922	1,744	6,087	1,987

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Thus more than 46 per cent., nearly all of whom had been pupil-teachers, failed to pass the easy qualifying examination for entrance, based on their four years' work as pupil-teachers. This is a very lamentable fact, and is difficult of explanation; and in addition we find that a considerable proportion of those who pass and actually enter the colleges are very weak in even elementary subjects, such as reading, arithmetic, grammar, geography, and history. Thus the training colleges, instead of mainly applying themselves to technical training and to subjects of university rank, are obliged to devote much time to things which should have been fairly well mastered beforehand. Where there is centre teaching, and the pupil-teachers have been released from teaching at least one day in the week, the results are better, but even in this case the authorities of the colleges have observed a disposition to cram and work for marks at some centres, and pupil-teachers with this thin veneer have tumbled down in the list at the end of the first year, and have been beaten by country pupil-teachers, who are often more individually looked after by the managers. These country pupil-teachers are, however, in other ways at a disadvantage, and I wish it were possible to oblige managers to give them one day each week (besides Saturday) for private study. A manager would be of the greatest service to the pupil-teacher by giving an hour on Saturday to assist him in reading English or in studying Latin or French. Cases are known where this real kindness has been obviously beneficial; for instance, after I had heard some dreary reading at a provincial college, a student stood up and read like an educated man. On inquiry it appeared that the clergyman of his parish (who was also chairman of the school board) had read several of the Waverley novels with him on the Saturdays. Though the admission examination is open to all persons over 18 years of age, only 4 boys (all in class 2) and 32 girls (7 in class 1) who passed for admission had not been pupil-teachers, the whole number of successful candidates being 4,343.

Supply of Candidates.

Material of training colleges. Mr. Barnett.

It is to be regretted that the colleges draw so little of their material from middle and higher schools. The social training of students, in residential and day colleges alike, is often narrow and monotonous; and there is reasonable ground for believing that enlargement of the 'area of collection' would modify the social influences exercised by students on one another to very great profit all round.

It is true that the most effectual remedy is not entirely, nor even primarily, to be looked for in the fresh associations to which students may be introduced during the two years of the ordinary college course; normal students, no less than other classes of students engaged in special technical work, will form a more or less exclusive body under any circumstances, whilst, on the other hand, the social *cachet* is most indelible when it is the result of influences that are brought to bear earlier in life. So long, however, as the only avenue into the training colleges is the Queen's Scholarship examination, we can hardly expect to draw considerably from any class outside the pupil-teachers of public elementary schools, and therefore these themselves will lack the advantages to be gained from free contact with persons who might contribute other traditions and other influences.

The number of colleges inspected was 58, and the following table will show the number of students attending them :— Number of colleges. Mr. Oakeley.

—	—	No. of Colleges.	No. of Students.			Total.
			3rd Year.	2nd Year.	1st Year.	
Residential colleges for men - -	M.	18	3	688	713	1,404
Residential colleges for women -	W.	26	4	1,007	996	2,007
Day colleges, attached to a university or college of university rank - -	M.	14	56	158	174	388
	W.		3	185	185	373
Total - - - -	—	58	66	2,088	2,068	4,172

Thus the total number in all three years is less than the number of Queen's Scholars eligible for admission in the first year, and as it is very unlikely that the residential colleges will be increased or enlarged in any considerable degree, the great importance of the new order of day colleges is clearly apparent. It may fairly be expected that their students will considerably increase in numbers.

Since previously to 1894 there was a separate inspector for the colleges for women, most of them have been inspected by me for the first time. Change of inspection. Mr. Oakeley.

My inspections of the colleges for women have given me very great pleasure. The teachers take the warmest interest in their students, and seek to help them at all times, whether in or out of study ; they are also generally efficient in their lectures and private instruction. The students are courteous, well-behaved, and most diligent; in fact, a word of caution is often necessary to prevent overwork. Their recitation is extremely good, and in reading the Lancashire or London peculiar provincialisms are far less common than among the men. Their lessons are carefully prepared, and (what may seem a little remarkable) they are at least as composed as the men ; if they are really nervous during the trying ordeal of teaching before the inspector, which they know will go far to affect their place, they do not often show it. It may, however, be remarked that the three lessons offered by each student have been practically chosen by herself, and chosen in some cases a year beforehand. Steps have been taken to guard against this for the future. Colleges for women. Mr. Oakeley.

As regards the residential colleges for men, which have for several years been inspected by me, the same good work which I have been delighted to record in my yearly reports continues to be done. Colleges for men. Mr. Oakeley.

The new system of distributing the colleges for inspection, no longer by sex but by groups formed according to locality, by which each inspector is brought into contact with colleges for both sexes, seems to me to be a departure at once wise and necessary. The inspector's view will be a larger and wider one of the whole question of training, and there will result, from the comparison he will be able to make between colleges for men and for women, much healthy reaction of the one class upon the other, which cannot fail to be productive in the end of good results, such as improved methods, higher aims, and greater simplicity in the arrangement of courses of study, and in the conditions of training generally. Inspection. Mr. Scott Coward.

There will result also a greater emulation between the colleges, which cannot fail to stimulate into greater activity the forces that animate and move these important institutions.

Hitherto the inspectors of training colleges have had to deal with only half of the normal system, now they will enjoy the advantages of knowing it and dealing with it as a whole, to the enhanced benefit, it must be hoped, of both themselves and the system they have to administer under the Education Department.

This insight I have often thought could best be obtained by visits without notice to the practising schools, where the students could be seen, so to say, in their working clothes engaged in their ordinary work. For this reason the adoption of the principle of unnotified inspection of the training colleges has given me great satisfaction.

Criticism lessons. Mr. Oakeley.

At the Manchester Training College for Women I heard a criticism lesson of a novel kind. Eight first year students were told on the previous day to consider illustrations and methods for eight lessons on certain given subjects, and at the appointed time the second year students were divided into two parts, one of which was directed to look carefully at the work of four of the teachers, the other part watching the other four teachers. At a given signal the eight teachers began to draw their illustrations on large boards placed in different parts of the lecture hall, and to indicate briefly on the boards the methods proposed. The lessons were on a rabbit (infants), the basin of the Thames, the gulf stream, &c. In 20 minutes the drawing was stopped and the first band of students stood before the first board, and some of them were directed by the mistress of method to criticise illustrations and method, the teacher having a right to explain and defend her plan; and thus each board was examined in succession. The drawings and maps were exceedingly good, which in itself is a proof of one value of this kind of exercise, for they had greatly improved during the eight weeks of the experiment. I have never seen blackboard drawing anything like so good by first year students. The criticisms also were much to the point and admirably dealt with by the highly capable mistress. It is not intended that this form of criticism exercise shall continue throughout the year, but it certainly seemed to me a very ingenious and useful variation of the ordinary plan. I am glad to notice this, for at a day training college the criticism lesson is a weak point in one respect, namely, instead of the whole staff of teachers being present and ready to criticise, only the teacher of method is there, and, however efficient this teacher may be, it is clearly an advantage to the students also to hear criticisms by the other experienced lecturers. It is, therefore, wise to try new plans, and certainly in the case I have named the students were more interested than they are wont to be in the ordinary routine lesson.

Criticism lessons. Mr. Scott Coward.

The criticism lessons on the whole are conducted in such a manner as to produce good results. They help the students to see what is good and what bad teaching, and they enable them to refer their conclusions to sound pædagogic principles, and so far they are an invaluable discipline. I say on the whole, because I have in my mind cases in which they are flat, perfunctory, and fruitless. The teachers entrusted with this important duty are in these instances either ill-chosen or are no longer up to their work.

It is not as universal as it should be to see the whole staff, or at least a greater part of it, present at the criticism and taking an active part in it. This is to be regretted, as it deprives the students of the manifest advantage of having as many lights as possible thrown upon an exercise which is so likely to fall into grooves otherwise. In the majority

of the criticisms at which I have been present the number of students invited to take part in it has been too small. This is no doubt an economy of time, but it is at the sacrifice of the fullest benefit to be gained. Their minds are not as alert and vigilant as they would be if every one felt there was more than a remote chance of being called upon to participate actively in the exercise. Where this is the custom the lesson is more lively and stimulating, and therefore more fruitful.

If the criticism lesson is important in the professional education of a teacher, the model lesson is surely not less so. But I fear it is often much neglected if it has not actually fallen into desuetude. In a few colleges it receives the attention it deserves; but I have visited one in which it had disappeared. Its value consists in its typical character, as containing and exhibiting in their best form all the main characteristics of good teaching for the observation and imitation of the students.

It is sometimes thought that the criticism lesson answers this purpose. This is a confusion of things. For in the one case the exercise is that of a learner, while in the other it is that of an expert and a teacher. In the former case error is the keynote, in the latter truth.

Illustration.
Mr. Scott Coward.

Illustration, that vitalising factor in teaching, does not yet occupy its proper place in all the colleges, judging from the meagre representation or unsuccessful exhibition of it I have sometimes seen. But it is its appropriate and ready use, in due proportion and just relationship, that affords one of the best evidences of a truly efficient training in pædagogy. In this connexion the importance of blackboard drawing is apparent, and its absence or inferiority in the lessons I hear is much to be regretted, and suggests the reflection that in the Science and Art schemes it should occupy a prominent position.

Too much attempted.
Mr. Scott Coward.

I own I should not be sorry to see some change by which more of a few things should be prescribed rather than little of too many. There is not sufficient time in the average training college to teach so as to pile up marks for a high class (too often the main object), and at the same time to create strong intellectual habits, and to form the mind and character carefully. Nor is there sufficient time to treat effectually the professional training of the students, which to my mind, even in the second year, receives too little attention. This part of their training seems to me to be too much restricted to practice. It is too little reflective; and to remedy this, the useful plan adopted in a few training colleges of requiring the students to visit schools and to observe and note their circumstances of organisation, discipline, and teaching, and to embody the results of their observation in a report with comments, might well be universally adopted.

Lessons.
Mr. Scott Coward.

It is difficult to judge of the real practical value of a student as a teacher all round from the lessons we hear him give. There is a certain strained and unnatural air about the set performance in which the children and the teacher probably both feel that they are only playing a part; and this creates an atmosphere through which it is not very easy to see everything in its true outlines. Some, under the stimulus of the excitement of the abnormal conditions, probably exceed their average, while some fall below it under the same influence.

It is no doubt a useful and ready means of ascertaining and measuring the effect of training up to the point at which measurement of this kind is applicable; but it is doubtful whether it is an instrument sufficiently delicate to afford a deep insight into the real condition of the students in this respect.

Work of students.
Mr. Scott Coward.

The tutorial system is needed more than the lectorial one. Private study of the subjects directed by the careful guidance of a tutor seems to be most necessary, but chiefly in the case of the junior students.

There is in some colleges a very careful revision of their note-books. This is of course most valuable, but it is not sufficient. I think, too, that the time-tables show that the balance between study with its mental strain and recreation is far too uneven. I am told that it is unavoidable, since were it nearer to equilibrium the prescribed amount of study, notably in the first year, could not be covered. It is difficult to meet this convincingly. My constant rejoinder is that beyond a certain point of effort the mind loses elasticity and becomes unreceptive, and that therefore it is useless to exercise it further.

It is useless to urge that it has been tried in some colleges with success.

There are colleges in which the students begin work before breakfast at an early hour, and go on with but little interval until dinner-time at 1 o'clock. I know one in which the first lecture is at 6.40, and breakfast not until 8 o'clock. This seems to me to be excessive.

The strain of working on an empty stomach in the case of many of the women students must be injurious in the long run.

In such cases care should be taken to provide a glass of milk before commencing study. It must be admitted that the pressure of work in the first year is very heavy, owing to the numerous subjects taken, to the unformed minds of the students, many of whom come in a very neglected state from their apprenticeship, and have to learn the very A B C of many subjects.

Many of the subjects of the curriculum of study require better handling than they get if they are to produce any results worthy of the name. Languages and science stand foremost among them as needing far more skilful treatment than they receive.

I would not be thought to lower the merit of much of the work done by the teachers, who labour with unsparing effort to do their duty, and who do it successfully to the best of their lights. I see, and I honour and respect, the high sense of duty which animates them. I admit that they perform well what they profess to be able to do. They are no impostors, but sincere and genuine people, who make no pretensions to be what they are not; and the example they set to the students is often high and noble, and must deeply influence their moral nature. But the educational standard grows higher, and cannot be neglected in the training colleges, and one of the chief ways to reach it is by strengthening their teaching staffs by adding to them, as opportunity offers, persons with higher qualifications.

There seems to me to be too much lecturing and too little private study. It is very difficult for anybody to make the best of a large number of lectures following each other more or less in rapid succession. It is still more so for a young person who has never been taught how to utilise a lecture so as to learn much from it.

If the lecturer makes it his rule to dictate to the class all the important parts, the difficulty is lessened considerably. But if, as is too often the case, the students are left to take notes according to their own will, much is lost, and the sum of the knowledge gained must be slight and ill-connected.

The students in the first year suffer greatly from this, especially in those provincial colleges to which the country pupil-teachers and the weakest of the town ones resort.

Staffs of the colleges.

In staffing of the colleges efforts, too, some matter for serious reflection. And in this respect too the *quieta non movere* principle confronts us in many cases, and chiefly in the women's colleges. The kindly and most natural desire to maintain the family feeling of the college, and to provide for its more attractive or deserving members, as

well, too, as to place docile and tractable instruments in the hands of its chief, has led to the practice of choosing the lecturers not from among the best to be found anywhere, but from among old students. There is nothing to be said against the appointment of an old student as such. On the contrary, when such a student can be found who has widened her experience, and by reading and study qualified herself to undertake the important office of a teacher in a training college, I can see and appreciate the appropriateness of appointing her. But I cannot bring myself to see how it can be appropriate or hopeful to appoint a person who has only just passed the second year examination, or who has no wider experience than that gained in teaching an elementary school. It is not possible to derive from persons so meagrely equipped teaching of a stimulating, quickening, formative character. Its qualities will be accuracy in a narrow sense, the methodical arrangement of facts no doubt useful, but imparted in a dry, perfunctory manner, a steady view to the gaining of marks, a persistent treatment of knowledge in the restricted professional spirit. Now such teaching cannot form thoughtful teachers, it cannot produce educators, and as this should be the main aim of training, I do not think I am wrong in saying that to attain it a broader spirit should animate the selection of the teachers in our colleges. New blood should be infused into them by selecting persons of higher qualifications, with wider views of education.

Staffs of training colleges. Mr. Barnett.

The devotion and industry of the teachers engaged in the training colleges deserve the warmest praise. They have every day to face the most difficult and discouraging tasks, and to look for reward mainly in the consciousness of hard work well done. Too often they are required to fill up the gaps left by the neglect of those whose sense of responsibility for their pupil-teachers has begun and ended with the exaction of the daily drudgery in school; for a great number of students come to the colleges with hardly the elements of a liberal education imperfectly acquired, and with most of the faults characteristic of teachers who have been allowed to blunder into methods generally mechanical and often vicious. The work is of course hardest, and therefore most commendable in those colleges which fill their vacancies from candidates low on the Queen's Scholarship list. Nothing but the most vigilant and unremitting exertion could enable them to discharge, as successfully as they do, the threefold functions of public school, university, and normal college.

Premises and apparatus. Mr. Oakeley.

It is almost a truism that students should see the best appliances and apparatus at the training colleges, which is far from being the case except in a few instances. The libraries are at several colleges very poor and insufficient. The reading books in the practising schools are not always well chosen, consisting of uninteresting accounts of various disconnected things often in very indifferent English. The college committees, when these and other defects are pointed out, are apt to plead poverty, but surely the large grants may fairly be expected to be met by far more liberal subscriptions than are usually given. It appears from the last report of the Committee of Council (p. 232) that the grants to residential colleges amounted to about 132,817*l.*, and that the subscriptions and donations (not counting students' fees) came to 17,565*l.* There were also proceeds of land or capital sums, 1,740*l.*, and collections in churches and chapels, 171*l.* It should, however, be added that at several colleges very successful efforts have been made to raise a capital sum for extensions of the buildings and the addition of a day-room, which does not appear in the figures given. The day-room is a most valuable acquisition. This has been consistently advocated by Mr. Fitch, and with much success. A bishop, chairman of a diocesan college committee, said that he regarded the Inspectors' insistence on

this point as something of a "fad"; however, the day-room was built, and three years afterwards it was unanimously agreed that the room had been of great value, adding to the students' comfort, and influencing their culture. At Bangor, Battersea, Carmarthen, Chester, Culham, Exeter, Hammersmith, Peterborough, Saltley, York colleges for men very little has been done to bring the buildings and apparatus up to modern requirements for many years. I am not so well acquainted with the colleges for women, but great improvements have been made at Bishop's Stortford, Brighton, Darlington, Edge Hill, Liverpool, Norwich, Salisbury, Stockwell, Tottenham, Wandsworth, Warrington, and Whitelands.

Premises and apparatus. Mr. Scott Coward.

What strikes one after some detailed acquaintance with these institutions as a leading characteristic is their generally unchanged condition. Their state now seems as a rule to be little altered from what it was when they were founded about half a century ago. This is chiefly seen in their structural aspect. The Education Act of 1870 did not touch them. While it reacted with much and increasingly energetic effect upon the buildings and curriculum of the schools of the country, the training colleges remained outside the influence of the current that was bearing onwards the elementary schools, and, except in so far as the higher life of these latter reacted on them by stimulating them into a higher intellectual activity, they remained quiet, or moved only very slowly on their old lines.

Some few of them indeed roused themselves and vigorously adapted their manners and fashions to the new methods. Those that sprang up after the birth of the new educational era in our country of course were moulded to the higher type. But most of them remained, and remain unchanged in many very important respects.

I said that this conservatism was apparent chiefly in the premises. This is natural enough. For building is costly, and where funds for building can be found only with difficulty, it rarely happens that changes are made which are not forced. Spontaneous action in such circumstances requires the heroic spirit to give it birth. And this is why we see the strange anomaly (but are we not a nation of anomalies?) of the buildings in which the teachers of the elementary schools are trained being so far behind those schools in many important respects. In the latter we require a high standard in the arrangement of the rooms, their equipment, adornment, staff, and general organisation. We prescribe that all these things shall exist. In the training colleges much is left to chance, very little is prescribed, if anything. And the result is in many cases that the students are not afforded the best opportunities of preparing themselves for their future career.

The influence for good of spacious rooms, with suitable furniture, and adornment cannot be over-estimated in the education (especially of the class chiefly dealt with) of the students who resort to our training colleges. And it is of the highest importance that they should be bright, clean, well furnished, and adequately adorned with pictures or objects calculated to quicken and guide the taste of the students. It is possible to be in advance of the time in these respects, I am aware; and probably half a century ago the condition of the training colleges was in harmony with the social life with which they were concerned. It is not so now. For the students whom we admit to-day bring with them at any rate ideas which render it quite impossible without danger to the existing system to retain the old and low level. Institutions cannot long survive the pressure of changed sentiment and opinion acting at right angles to their line of movement. The path of history is strewn with

the skeletons of organisations which perished by the sheer weight of the new environment of opinion to which they failed to adjust themselves.

It is in the colleges for men that the deficiencies are most serious; and in a small number, even of the best taught and most popular, are to be found bad dormitories, no recreation rooms, no bath rooms, no workshops nor laboratories, cumbrous and ugly antiquated furniture, no museums, no proper supply of scientific apparatus, and no adequate libraries. It is not exceeding a fair limit of efficiency to expect to find these things in institutions to which the State contributes so largely for the purpose of affording to the students—the future makers of the nation to a very great extent—the amplest means of fitting themselves for their most important vocation.

It is only in the training colleges that a very large proportion of them can have brought before them fitting models of dignified external surroundings, without which the task of refining their minds and manners must be very difficult and only half successful.

Dormitories that are sometimes almost squalid in appearance, and meanly furnished with the barest necessaries can have no educational effect.

Lecture rooms arranged exclusively for teaching, with their severer surroundings, cannot act with much humanizing effect on minds which require diversion in the hours of relaxation; such diversion as may be got from the cheerful air of a nicely-furnished sitting-room, with its pictures, its newspapers, periodicals, &c.

How are habits of personal cleanliness to be formed strongly if the means of creating them are inadequate or absent? There are colleges—few it must in fairness be added—in which there are no bath rooms.

We are constantly urging the necessity of a body of teachers with higher and wider literary tastes. But how can we obtain such a body if in our training colleges we take no steps to cultivate such tastes by affording them the means of reading on a scale wider than the range of their text-books? No provision is made for the formation everywhere of college libraries with a wide selection of books of poetry, history, travel, art, &c., &c.

It is the exception to find libraries worthy of the name. If it is difficult enough to cultivate a taste for good reading where libraries exist, how hopeless it is where they are absent. So important, so necessary an instrument of efficient training as a library ought not to be left to the caprice of accident for its existence. It ought to be a prime necessity. A college without a library is a gross anomaly.

Premises, apparatus, and practising schools. Mr. Barnett.

The good work done by the staffs of the colleges is most remarkable when it is considered how many of them struggle uneasily in cramped premises and with imperfect apparatus, and how often the practising schools serve chiefly as models of what should not be.

In regard to the first point, it would seem to be necessary to urge that the growing conception of what is required of teachers, their social acceptability and social duties, call for a good deal more in the course of their training than the bare accommodation which was once, no doubt, good enough because it was all that was available; nor ought teachers in "training" colleges, of all people in the world, to be expected to dispense with the improved tools and machinery which half a century of discussion, experience, and experiment have gone near to perfect.

And for the second point, it cannot but be regretted that the schools built and equipped when attention was first drawn to the need of training should still so often serve, two generations later, as examples of

the best which can be proposed as models. It is surely unreasonable, and a considerable addition to the labour of their teachers, that students should hear able masters and mistresses of method set forth plans and describe devices which are in plain condemnation of what their eyes see every day.

Reading. Mr. Oakeley.

In the last report on the colleges for men some remarks were made on the necessity of paying more attention to the teaching of reading at all colleges, and especially at the day colleges, where it is in some cases much neglected. Pupil-teachers are rarely taught to read, and a considerable number, especially of men, read incorrectly and inexpressively when they are admitted. No doubt this is a misfortune for the colleges, which have to teach so many other things. But considering that reading is the weakest subject in elementary schools, it is impossible for the colleges to evade this necessity. In future we shall not hear bad mispronunciations and absence of expression without causing the offenders to lose a considerable number of marks.

Reading. Mr. Barnett.

The power to speak and read in such a way as to be immediately heard and understood, and to do so without risking loss of voice, is the most necessary part of a teacher's stock-in-trade. Yet the comparative neglect to teach the mechanical part of the art of reading is, in some colleges, very remarkable. Too frequently students read without any effort to be clear and precise, and, as often as not, in flat defiance of the simplest rules of voice-economy. This being so, it is impossible to feel surprise at the mumbled reading and shambling speech heard in too many schools, and the frequency of trouble in the teacher's throat, which is the natural consequence of excessive strain. In this respect, however, the women's colleges, on the whole, enjoy a marked superiority over most of the colleges for men, the work being often done with great judgment and success.

Arithmetic, women. Mr. Oakeley.

The weakest among the elementary subjects at residential colleges for women is arithmetic. The reason is that hitherto not only have girl pupil-teachers had no mathematics, but even at the training colleges merely a shred of algebra is given as an optional subject in the second year. Greatest common measure, fractions, the doctrine of proportion, evolution, cannot possibly be understood without an elementary knowledge of algebra. Acquaintance with a little geometry enables a person better to tackle an arithmetical problem, and to resolve it into logical order. Besides this, ignorance of any mathematics makes it almost impossible for a girl in the first year to pass a matriculation or preliminary examination at a university, or even to take her proper place in the first year course at any university college. There is not the slightest reason why girl students should not take mathematics just as well as the men. Indeed in the mathematical papers worked in common by the first year men and third year women, who have had the same time for preparation, viz., one year, the best papers were last Christmas sent up by a Darlington student who worked all the questions correctly and in good style, and some other women in the third year did very well.

Something has been done to remedy this in the new syllabus, and if the experiment answers, more will be proposed. I do not forget that in some respects women are heavily handicapped by needlework and domestic economy. I should not be sorry to give women the option of taking mathematics instead of domestic economy, believing that the latter subject, like agriculture, is useless in theory only, practice being essential. But it will not be difficult to devise some other option which will allow women to take mathematics without increased work.

A report is given at each college for women on the provision for domestic and industrial training. A certain amount of training in household work and in cooking or washing is highly desirable, but in some cases the time devoted to it appears to me too great. Industrial training should be considered in due relation to many other important things for which there is so little time, and should not be so enlarged as to qualify a student to be matron of an industrial school. Industrial training. Mr. Oakeley

In drawing up the syllabus we are much hampered by being obliged to insert some elementary subjects which ought to have been sufficiently mastered before coming to a training college. Provision has, however, been made for allowing students to turn to more liberal subjects when they have proved that they can judiciously do so. The two syllabuses, for men and for women, which have hitherto differed considerably, have been assimilated as far as was practicable. Mental arithmetic, as tested by giving 14 not very easy sums to be solved mentally in 20 minutes, has been abolished. This paper, coming just before the ordinary paper on arithmetic, was a very great strain on the students. As, however, shortened processes are most properly taught in elementary schools, questions on the best methods of dealing with them will be set in the paper on arithmetic. A small quantity of algebra and Euclid has been introduced into the second year's course for women, though at present this is conditional on a sufficient knowledge of arithmetic having been proved, and is in any case optional. A third year student will be allowed to substitute for the syllabus an approved programme of studies. This will meet the case of students who pass their third year at French training colleges, and who will be able to occupy most of their time in studying school management, as there carried out, and (for instance) the French language and literature. It will also enable a student who spends the third year in this country to specialise in the direction of the branch of education which is best adapted to his special capacity. In the syllabus for the Queen's Scholarship examination, a step distinctly in the right direction has been taken by introducing a little Latin, though this too is for the present optional. New syllabus. Mr. Oakeley.

For most students it must be admitted that the training college syllabus is comparatively heavy, and that the multifarious tasks that have to be faced, especially in the first year of training, seem to lack point and homogeneity. This, however, is rendered inevitable by the frequent lack of that preparation which should enable the pupil-teacher to use the college course to the best advantage. The opening of doors of access to the colleges other and wider than the Queen's Scholarship examination would undoubtedly remove much of this congestion, but even more could probably be effected if the studies of both pupil-teachers and students were made more general and formative, wider and deeper, rather than attenuated over a large surface in the form of subjects that are not, to them, of supreme importance. Here, as elsewhere, we should "simplify." Syllabus. Mr. Barnett.

So long as premises and equipment are so often unsatisfactory, it is not wonderful that in many colleges the scope, variety, and even the purpose of pedagogic exercises are imperfectly apprehended. Pedagogic exercises. Mr. Barnett.

In most colleges, apart from the practice under more or less careful observation in the annexed schools, the sole pedagogic exercises are lessons given to a class by students in turn under the eyes and criticism of their comrades and tutors. This is certainly an excellent and profitable plan for teaching some of the devices and curing some of the bad habits of the school; but it is one only, and it tends, when repeated in the same form at frequent intervals and unrelieved by other exercises, to produce sterility and mechanical tricks of itself. The technical

invention, enterprise, and thoughtfulness of students may be stimulated in many other ways, so as to improve by suggestion and contrast even the "criticism lessons," which represent in too many places the sole endeavour made in the way of training strictly professional.

One cannot help regretting, too, that in some colleges this lesson is attended by the master or mistress of method alone, with perhaps one other member of the staff; in the day colleges the master or mistress of method is almost invariably single-handed. How in such cases either teacher or students can avoid weariness and "staleness" it is difficult to imagine.

Specialisation. Mr. Barnett.

Neglect to insist on a serious prosecution of professional studies may tend to an artificial "appreciation" of other studies, a risk which, again, is increased by the demand made on the colleges to give their students the liberal education which is indispensable to their full equipment. Now that so many students in the colleges under inspection are reading for university degrees, it is especially necessary to keep in view the fact that technical training is of the first necessity, and that excessive specialisation in other directions has its peculiar dangers. On the other hand it should be placed on record that there is no reason to suppose that the higher studies of the most advanced students have anything but the best effect on the work which is properly theirs.

Third year students. Mr. Oakeley.

Students of special merit have for some years been allowed a third year's training, and last year words were added to Article 120 in the Code enabling them to take this third year elsewhere than at the college, provided that the Department consider that the plan proposed is distinctly beneficial. The authorities at Stockwell College have this year tried three plans, and a short account of them will be of general interest. (1.) A student was sent to the École Normale Supérieure of Fontenay-aux-Roses with a bursary of 60*l*. This is the college to which the best students from the other French training colleges go for an additional training of two years. (2.) A second student was sent to Paris for half the year, with a bursary of 30*l*. She lived in a pension, studied French, and attended art classes. (3.) Another student went to the École Normale of Douai as a student teacher. On account of the collegiate year ending in the summer she left Douai, and then spent some time at the École Normale of Arras. They have all been very well received. The first paid 1*l*. per week for maintenance, and gave no instruction. The third paid nothing at Douai, but the French Education Department has since decided that student teachers shall pay 16*l*. per year towards maintenance. They may not teach more than two hours daily. Up to the present time all such students have been severely hampered by being required to learn the advanced subjects in our third year syllabus, but (as has been stated) by a change in the syllabus for 1895, a third year student is allowed to send up a programme of studies, and this (if approved) will take the place of our syllabus.

The girls visited galleries and museums in Paris; they can now follow any lecture given in French, and can speak French easily, though not perfectly. They have received kindly supervision without undue restraint. Stockwell College has reciprocated the good-will of the French authorities by opening its classes to two Fontenay students.

The three students who have now completed their third year's training have written for me in French excellent descriptions of their life and work at the French colleges, and I am strongly of opinion that the results of the experiment are highly satisfactory.

Equally encouraging accounts have been received by me of the two men from the Borough Road College, who also took a third year's

course in France. They had instructions from their English college (1) to continue their studies for the London B.A. degree, (2) to give particular attention to the French language and literature, (3) to observe methods of teaching, apparatus, and text-books used in French training colleges and primary schools, and to report thereon once a month to their principal. These reports (which I have read) were made with considerable care and intelligence, and after the first three months were written in French. The principal informs me that he has "no doubt of "the quite excellent effect upon the two students of their stay abroad." Both passed the B.A. examination at the close of the year.

Day training colleges. Mr. Oakeley.

These most important auxiliaries to our old training institutions promise to fulfil the high anticipations of their usefulness. As Bangor University College has opened a day training department, I can now report that all university colleges in England and Wales, as well as the Universities of Oxford and Cambridge, are training teachers. Disappointment has been expressed by some principals of the colleges that the Queen's scholars admitted cannot take their place in the classes, and require much individual assistance. But a little consideration of their antecedents would show this to be in the very nature of the case. The pupil-teachers who enter the colleges rarely know any language but English, and the women know no mathematics. What, however, has been found to follow is that with judicious assistance they take their proper places surprisingly well after some time, and a considerable number have passed the matriculation examination in their first year. The colleges may rely on their great desire to learn, on their good discipline and diligence. That they have done (as I think) so creditably is the more remarkable, since, as a rule, the day colleges by no means draw the best candidates so far.

Owing, however, to the liberality of the Drapers' Company, which granted six scholarships of 25*l.* a year, tenable at Oxford or Cambridge, the universities have admitted a few Queen's scholars who were high on the list. These have done surprisingly well; in the report of the "Pupil-teachers' University Scholarship Committee," after giving the successes of each student, it is most truly stated that "these results "speak for themselves as to the fitness and capability of pupil-teachers "to pass through the university course, although most of them knew "little or no Greek when they came up."

The student at Oxford whose case I mentioned last year "has passed "a most satisfactory examination, and has been awarded a college "exhibition by the Rector and Fellows of Exeter College, in order to "enable him to spend a fourth year at Oxford and read for honours in "the School of Law." Eleven of the scholars sent up by the committee have obtained entrance into colleges, and therefore have the best opportunity of making the acquaintance of other undergraduates.

Two principal benefits were hoped for by the promoters of these day colleges: one, that the students should have the advantage of acquiring learning and culture from the very highly qualified professors found at every university college; the other, that young men and women, who have since the age of 14 lived almost necessarily in a narrow intellectual groove, should make the acquaintance of others of very different experiences; should attend their clubs and debating societies, their social gatherings, and their games. I will not say that the benefits derived from this intercourse are as great as from the university teaching, but any person who looks back on his undergraduate days will admit that the little world circling round his own life, his friendships formed, his opportunities for realising by comparison his own deficiencies, the fine discipline of the cricket field, and the like, are amongst his happiest memories, and were of priceless advantage. Now, the autho-

rities of the university colleges do not always consider that they can do much to promote a friendly intercourse between this new class of students and their ordinary pupils. If a professor is content to deliver his lecture week by week without knowing anything about the individual members of the class, if no one in authority takes notice of the day students by asking them to his house, by giving them the immense advantage of meeting some ladies, by introducing them to their fellow students, the day students lose much, very much, of the advantages anticipated. At some university colleges this kindly interest has been shown; at others it has been almost entirely absent.

Another point, somewhat akin to this, is that the day students are often left almost entirely to the master of method, who, however useful, cannot replace the proper personal influence of the university teachers. Thus at the weekly criticism lesson it is rare for any teacher to be present except the master of method.

As regards women students, I have no doubt that it is a great advantage to place them in a hostel, under a sympathetic and judicious lady superintendent.

There is an excellent arrangement at Aberystwyth, where all the women, both day and ordinary students, were last year housed in the beautifully situated Queen's Hotel, and I was delighted to see in the dining room the day students not sitting apart but dispersed along the tables with the other students. I may suggest to the principals both of day and residential colleges that, as in future they will know some months before the first term begins the names of their future junior students, it will be a great advantage if they will prescribe for these students a preliminary course of study for those months. This should include some elementary mathematics for the women, and a little French or Latin. At Cardiff a most excellent hostel (Aberdare Hall) has recently been built for the reception of all the women students. It resembles in general arrangement the colleges for women at Oxford and Cambridge; there is a good library, a spacious recreation room, and a garden.

Statistics. Christmas examination, 1893. Mr. Oakeley.

In 1893, 15 men and 5 women completed a third year at the training colleges, day and residential; all of those examined but one were placed in the first division. The second year's examination was attended by 813 men and 1,109 women. The following table gives (to the nearest integer) the per-centage in each division:—

	Division 1.	Division 2.	Division 3.	Failed.
Men - - -	46	48	5	1
Women - - -	46	51	3	0

The number of acting teachers who passed the examination was 344 men, 1,607 women, and many others failed. The following is a similar table, showing the per-centage of the successful candidates in each division:—

	Division 1.	Division 2.	Division 3.
Men - - -	8	35	57
Women - - - -	4	27	69

A comparison of these two tables shows in a very glaring manner the inferior attainments of the latter class of teachers. Those placed in the third division are not permitted to superintend pupil-teachers.

These results it will be observed are for 1893; those for 1894 are not yet issued. I have, however, reports from the examiners who revised the papers worked at the Queen's Scholarship Examination in July and at the Christmas examination for certificates in December 1894, and according to the usual custom I will give brief extracts from these reports.

QUEEN'S SCHOLARSHIP EXAMINATION, 1894.

Mr. Synge:—

"Very few of the notes of lessons were really satisfactory, or showed that the writer knew what materials and order were required for giving a good lesson on the subject chosen. Many of the writers seemed slavishly bound by the form of arrangement, which they had learnt. A great many who wrote notes of a lesson on a thermometer, omitted all notice of expansion by heat. Very few seemed to understand how to teach children to compose. School management. Queen's Scholarship examination. Men.

"More knowledge was shown in the answers to questions on the teaching of various subjects than in those in which dealing with conduct and character was concerned. The answers to the question on discipline among infants showed how few of the younger teachers knew how to deal with infants, and how very unsympathetic many of them are. The answers to this question and that on truthfulness showed how easily a teacher may develop into a ruler, a judge, or an autocrat, instead of a friend of little children. Teachers seem to know how to correct for untruthfulness or dirty habits, but cultivation of good habits they have not studied.

"The explanation of the passage in a reading lesson was, as usual, badly done. Much was explained wrongly, still more needlessly; very few attempted to discriminate between what the children might be expected to understand, and what it would be necessary to tell them. But the answers to this question reproduced the faults of many explanations in reading lessons which it is the lot of inspectors to hear, and the gross blunders made by those who meddle with foreign roots with boldness of conjecture and absence of knowledge.

"Still, a paper of suitable questions has drawn out better answers on the whole than those which have been given in previous years."

Mr. Helps:—

"I do not remember having ever revised a poorer set of papers. The knowledge of methods was, in many cases, imperfect, and very little thoughtfulness was shown in answering questions. School management. Queen's Scholarship examination. Women.

"The vocabulary of many of the candidates is so limited that they could not give the meanings of such words as 'concentrated' and 'campaign,' which occur in the passage to be explained to a class. The words 'simultaneous' and 'individual'—words, one would suppose, as familiar 'as household words' to a teacher—were often misapplied, and the phrase 'by what considerations could you be influenced' was evidently not understood by some."

Mr. Northrop:—

"The notes of lessons, as far as my memory serves, reach a higher general level of merit than those of previous years; there are not so many of inordinate length, and generally the matter introduced is more relevant to the subject, and better arranged. In another question dealing with object lessons, the aim is to get at the candidates' method of using and explaining such words as are difficult and unfamiliar to the children. But the question has been mainly misapprehended; the candidates have taken it to mean how to know the words in the sense of spelling and writing them only, knowledge of the words as conveying ideas to the children's minds, by means of explanation and illustration, is seldom thought of. The inference one can hardly help making is, that it is no uncommon practice in many schools for young teachers to give object lessons without illustrations, and to make them serve largely as blackboard spelling lessons. 'Spelling' and 'dictation' seem to crop up at all points on most subjects, in fact the young teachers seem slaves to these two School management. Queen's Scholarship examination. Women.

requirements, and yet there is more bad spelling and bad grammar than usual in these papers.

"Wherever a 'book' question occurs, it is attempted by most of the candidates and generally with success. In those questions, however, where text-books give only an indirect form of aid, where the candidate is called on to apply his practical knowledge to some detail of teaching, where the question is 'How?' or 'By what means?' is an object to be attained, there the answers show every variety of merit or demerit just as the candidate has observed and thought, or depended upon the suggestions of a text-book mainly or entirely.

"Only occasionally did one find a suitable and well-balanced list of stories and biographies as a history course for the 4th Standard. Too much prominence was given to that side of history treating of battles to the exclusion almost of great discoveries and inventions, of social life and customs and of great constitutional landmarks.

"The question, which, perhaps better than any other tests the general reading, intelligence, and teaching capacity of the candidates, is the one requiring them to deal with a passage selected from a book of biography, what and how to explain, and how to ascertain that their explanations have been effective. As might be expected of such young people, a really good, practical, and intelligent answer is somewhat of a rarity. They consist mainly of the candidates' definitions of some of the words without any indication of explanation or illustration to make them understood. Attempts to explain words by means of their derivation are scarcely ever met with."

Mr. Codd :—

Arithmetic. Queen's Scholarship examination. Men.

"The arithmetic on the whole was decidedly satisfactory, the number of really bad papers being very small. The working was mostly by good methods and well set out. The question, which was intended to test a knowledge of principles, and how to impart that knowledge, naturally yielded the greatest variety of results, but these in general showed careful and sound training. Some candidates exhibited a certain shyness of decimals, working by vulgar fractions when they should have worked by decimals. This was more particularly noticeable in calculations of interest."

Mr. Cowie :—

Arithmetic. Queen's Scholarship examination. Men.

"On the whole the papers were neatly set out, and a large proportion were accurately and intelligently worked.

"In Question 2 (rent of 14 acres, &c.) the 2½ yards were very commonly taken as long measure instead of square measure.

"In Question 4 (simplification of complex fractions) cancelling was often neglected, and terms and factors confused.

"In Question 5 (addition of recurring decimals) only a few candidates obtained the correct answer by carrying out the terms to at least 12 places.

"In Question 11 the term 'average attendance' was very often not understood, and the average attendance of a school of 120 children found to be three or four times the number on the books. Often, too, the per-centage was found instead of the actual average.

"The average number of marks obtained by the candidates for the different colleges varied from 43 to nearly 50 out of a possible maximum of 70; a fair number reached 60 marks and upwards."

Mr. Stevelly :—

Arithmetic. Queen's Scholarship examination. Men.

"The papers give evidence of satisfactory teaching in arithmetic. Calculations are accurate on the whole, and attention has clearly been paid to obtaining results by the least laborious methods, although in this direction more might still be done.

"To Question 1 (on method, &c.) some answers were thoughtless. 'How would you teach a class to express two hundred and eight in numbers?' Clearly the class is not to be composed of babies who have had no lessons on notation, but one knowing how to write tens to be led to the notation of hundreds.

"To tell children that the word 'and' in 'two hundred and eight' means nought, or that they must put in a nought unless they hear a word ending in 'ty' or 'teen' recalls the days of cramming.

"To prove that $\frac{1}{3}\times\frac{1}{5}=\frac{1}{15}$, more is necessary than an illustration, unity being taken as a line or an oblong."

Mr. Fisher :—

"I am glad to say that in neatness, accuracy, and method the papers showed a distinct improvement on those of former years. The candidates have evidently received careful training in these respects. There is still, however, room for improvement in method. Thus only a few saw without calculation that $\frac{101}{480}l.=101$ halfpence. Arithmetic. Queen's Scholarship examination. Women.

"The application of the rule of per-centages was on the whole weak, a large number considering that, when the per-centage of gain on the purchase and sale of eggs is asked for, the gain is calculated on 100 eggs instead of 100*l*.

"Judging by the few who attempted the question, and the very much fewer who solved it, the problem of painting and carpeting a room is not regarded with much favour. The four corners of the room were very commonly painted twice, and in some instances carpeted as well.

"I cannot report more favourably than in former years on the answers to the questions in theory. The reasoning was poor, the grasp of principles defective, and the answers, viewed as explanations to children, showed a grotesque ignorance of what children may be expected to comprehend."

Mr. Hitchins :—

"Mechanical accuracy is good. Simplification of work might be more studied; unnecessary reductions, and multiplication and division by the same number, appear too frequently. Arithmetic. Queen's Scholarship examination. Women.

"Many candidates leave out steps that are required to make the solutions intelligible; a better style of writing down the whole sum should be taught; each step should be correctly stated, so that it may be quite clear at once what is sought and what is being done.

"The problems were very generally attempted, and with fairly good success. That one involving carpeting the centre of a room and painting the rest of the floor was correctly worked by very few; the errors arose from the want of a simple diagram which would explain the question at a glance and show it to be easy.

"Question 1, requiring explanation of some simple processes in arithmetic, was not well done. Most of the candidates give no intelligible explanation, but state the steps that are taken in the sum; they do not seem to understand that arithmetic is founded on common sense, and that each operation has its reason and can be explained.

"Several candidates, however, have evidently been better taught, see what is meant by the question, and do attempt to give an explanation. There is, however, a difficulty for those who do understand the principles of elementary arithmetic in explaining themselves clearly, and some liberality and indulgence have been shown in marking this question when the right ideas seemed to be grasped but were not very well expressed."

Mr. Fowler :—

"The grammar and composition papers were fairly well done as a whole. English grammar and composition. Queen's Scholarship examination. Men.

"A very few of *the essays* were excellent, the majority were fair, mostly containing the same ideas worked out in the same way. The actual composition showed improvements, and faults of grammar and spelling were less frequent than usual.

"The *parsing* was generally good and the analysis satisfactory.

"The other questions were fairly answered when attempted.

"All, or nearly all, avoided the 'quotation' questions.

"The students or candidates who did the best work seemed to belong to large boards."

Mr. Legard :—

"*Composition.*—The essays show some improvement compared with those of former years. Many would have secured higher marks if more care had been bestowed upon the construction of sentences and if thoughtless mistakes had been avoided. Cases of bad spelling were rare. English grammar and composition. Queen's

Scholarship examination. Men.

"*Analysis* was, as a general rule, well done. In some instances the arrangement was slovenly, but it is evident that the candidates have had a great deal of practice in this exercise.

"*Paraphrasing* has generally been the least satisfactory point in the report in the grammar papers. This year the question has, I think, been answered better than formerly.

"There is, however, still plenty of room for improvement. The candidates should be careful to slur nothing over, but to endeavour to give an equivalent for all the salient points in the original passage.

"Very few candidates selected the questions which were given to test acquaintance with the works of some of our standard authors, and it is evident that few pupil-teachers read anything that lies outside the range of their ordinary studies."

Mr. Tremenheere :—

English grammar and composition. Queen's Scholarship examination. Women.

"It is impossible to characterise the essays by any summary term. They were extraordinarily uneven. Some were extremely good, showing thoughtfulness, methodical arrangement, and real power of expression, but at least an equal number would have disgraced a 6th Standard child. The majority of them were marked rather, perhaps, by poverty of ideas than by faults of language. Even the best writers were seldom sound on punctuation. The impersonal character appropriate to the essay was better maintained than usual, such phrases as 'I think' seldom intruding themselves. On the other hand, '&c.'—that feeble confession of exhausted ideas—was distressingly frequent. The chief grammatical solecisms were breaches of the concords of verbs and of pronouns.

"The analysis was fairly well done on the whole. The chief stumbling-blocks were the two objects in apposition, 'a waking dream, an image,' and the words 'O that.' Some of the candidates named the particular word on which a subordinate clause depended. This should always be done, in order to make clear not merely the function of the clause but its syntactical relation. An adjective is not fully parsed without a statement of the noun or pronoun which it qualifies, nor is an adjectival clause fully analysed in the absence of a similar explanation. There is still much confusion as to indirect objects, prepositional phrases being frequently classed under this head.

"The exercise in paraphrasing, though very simple, or, perhaps, for that very reason, was seldom really well done. The passage was not studied with sufficient care.

"The parsing, which was not above the capacity of Standard V., though often well done, nevertheless produced many bad blunders.

"A fair, though somewhat mechanical, knowledge was also shown of the meaning of metaphor and simile, many writers supposing that the occurrence of the word 'like' or its equivalent was sufficient to constitute a simile, while its omission converted the figure into a metaphor. According to these 'John is like his father' and 'your opinion agrees with mine' are similes. The dangers to be avoided in using these figures of speech were very vaguely apprehended.

"The bulk of the marks gained were gained in these four questions, all concerned with the English of to-day. Of historical English and of English literature, next to nothing was known. Especially inept were the comments invited by Question 7. More than nine-tenths of the candidates were totally blind to the grammatical niceties and curiosities displayed to them, and wasted their time by paraphrasing the examples or writing such nonsense as 'House to let. This is a sign placed in the window of a house,' &c.

"Here and there, as, for example, in the envelope which came from the Sunderland Higher Grade Centre, there was a little nest of distinctly superior papers which seemed to be the outcome of central class instruction, but in general English does not appear to be well taught to our pupil-teachers."

Mr. Colson :—

Geography. Queen's

"The papers on geography cannot be considered satisfactory inasmuch as the average marks obtained hardly reached 50 per cent.

"Generally speaking, the most common fault was the vagueness of the answers. This is exemplified by the choice of questions; Nos. 5 and 6, which admitted of convenient generalisation, being commonly chosen, while Nos. 2, 4, 7, which asked for precise and definite information, were attempted in very much fewer cases. Scholarship examination. Men.

"The maps would in very many cases have been improved if more time had been spent in showing information and less in foolish ornamentation with coloured chalks and pencils. The outline of Australia was, as a rule, fairly well drawn, but in very few cases was anything like a full and proper amount of internal detail shown. The very few candidates who attempted the Canadian Boundary produced very poor specimens indeed.

"Many of the candidates appeared to know but little of latitude and longitude, and to think that lines drawn perpendicularly and horizontally anywhere and without numbers would answer the purpose. In hardly any case was the scale of miles drawn with approximate accuracy.

"The questions marked as more difficult were rarely attempted, and when attempted the answers were extremely poor. In nearly every case those who attempted them obtained a lower average than the less venturesome."

Mr. Elliott :—

"*Question* 1.—The map of the boundary between British North America and the United States was seldom attempted; that of the southern part of Australia was very fairly done, the latitude and longitude being more correctly given than has been the case in previous years, but a scale of miles was rarely shown. Geography. Queen's Scholarship examination. Men.

"*Question* 2.—The questions on latitude and longitude were fairly answered.

"*Question* 3.—The answers on the Rhine, Rhone, and Danube were generally poor; the position of the mouths of the rivers was not given with sufficient precision, and very little was known as to how the lakes mentioned were respectively connected with the rivers.

"*Questions* 4–9.—The remaining questions contained in the first part of the paper were upon the whole fairly answered, the chief faults being either a want of precision and detail, or a failure to convey the information in a manner calculated to be interesting to young children.

"*Questions* 10–13.—The questions set with a view to the Royal Geographical Society's prizes were rarely attempted, and scarcely ever with any success.

"Upon the whole there is but little to report. The candidates evidently found the paper a hard one, but a more careful reading of the questions, and a greater effort to arrange the details given in the answers, would have secured higher marks. The absence of headings and skeleton answers on the scribbling pages confirms one's opinion that answers were written out before being carefully considered."

Mr. Rooper :—

"The maps were seldom of much value. The best were rather an exercise in drawing than the graphic rendering of geographical facts. The physical features were not sketched in with knowledge, and the relative positions of towns like Adelaide, Melbourne, and Sydney were seldom inserted with any approximation to correctness. Latitude and longitude were correctly laid down on the maps, but the questions on the subject were rarely attempted and hardly ever answered correctly. Geography. Queen's Scholarship examination. Women.

"In dealing with the 'pointers' in Charles' Wain most of the candidates showed that they had never seen with their eyes what they attempted to describe.

"The answers to the general questions showed that the candidates had seldom been taught to group their information upon any principle or to lay stress on the connexion between facts.

"Among the mistakes which may be called slips I noted a somewhat prevalent confusion between 'canyons' and 'cantons.'

"The more difficult questions were usually omitted by those who knew most and attempted by those who knew least."

Mr. Sneyd Kynnersley :—

English history. Queen's Scholarship examination. Men.

"History having been separated from geography at the recent examination, the candidates had the advantage of being able to give undivided attention and reasonable time and space to the subject. The papers sent to me for revision included those of the best of the English colleges, and thus a favourable opportunity is given of judging of the instruction in history given to the best pupil-teachers.

"They seem to have acquired a considerable amount of information, and when the form of the question enabled them to reply with simple facts they often did well. But, as in former years, when they have to give a connected story, or to deal with principles and motives, their insufficiently digested nutriment fails to serve them. This was especially noticeable in connexion with the events of the Civil War."

Mr. Lott :—

English history. Queen's Scholarship examination. Men.

"The majority of those examined have learned their history carefully. They have a sufficient knowledge of the narrative of the course of events. They know many dates and have learned many things. As a rule they have also learned some reflections on the facts which they have committed to memory. There is, however, a large minority whose knowledge is very scanty and whose preparation for the examination has been insufficient or inefficient.

"There were two questions selected by many candidates which showed the limitation of their ideas of history or their failure to apprehend the scope of the questions. In answering the question why the accessions of certain kings may be said to begin fresh periods of English history, the candidates often said little more than that each king began a new dynasty. In answering the question, 'Trace the relations between England and Scotland at the following epochs——,' some candidates showed a knowledge of the facts in some of the epochs which would have enabled them to answer the question much better than they did, even in the short time at their disposal, if they had realised that the question required more than an enumeration of events."

Mr. Harrison :—

English history. Queen's Scholarship examination. Women.

"Both the syllabus and the paper this year mark a slightly new departure. The addition of a special period to the outlines of English history will be welcome to all who value the study of the subject. It has, however, on this occasion tested somewhat severely those pupil-teachers who have not had the advantage of good instruction and those who still put their faith in the old thin text-books that used to be almost universally used.

"It is certain that a few years ago not one candidate in 20 could have made a fair attempt at this paper. Now there are many very good papers, and the work as a whole is decidedly encouraging. The results of good central instruction are clearly in evidence in a considerable number of the papers. The most conspicuous fault is as usual that of irrelevant writing, and this chiefly arises from want of training to grasp the precise meaning of a question and then bring to bear on it every fact known to the examinee. One illustration will suffice: A very large proportion of the candidates thought it sufficient to note that the accessions of William I., Henry VII., James I., &c., merely marked a change of dynasty and failed to understand the obvious meaning of a 'fresh period' in English history."

Mr. Marvin :—

English history. Queen's Scholarship examination. Women.

"Very few papers indeed could be called 'good.' In the great majority of cases the candidates made no attempt to really grapple with the questions set; they generally contented themselves with putting down anything they could remember connected with the subject mentioned in the question. Two great faults were conspicuous:—

"(1.) The learning of a certain number of particular things by rote (*e.g.*, provisions of petition of rights, and the six points of the Chartists' charter) without knowing their general bearing or connexion with other similar events.

"(2.) The practice of using vague general phrases instead of precise statements—'tyranny,' 'bad ruling,' 'liberty of the people,' &c. The special period for this year's study lent itself only too well to this form of treatment.

"There seems to be an absence of intelligent teaching or good text-books. A short account, such as Green's Short History, thoroughly understood, would give a more intelligent grasp of the subject than more detailed accounts without the proper connexion of events and periods."

Mr. Monro:—

"The algebra paper was fairly well attempted in most cases. In the first question an insufficient knowledge of factors prevented all but a few from using the short and obviously intended method. Factors and highest common factors were easy, and generally answered correctly. The first book-work question involving a knowledge of brackets and subtraction was now and then answered properly, but the example was, considering its simplicity, too frequently wrong. The question requiring proof of a rule in fractions was rarely successfully attempted. In not a single case was the second exercise in simplification of fractions done by the short method, *i.e.*, the substitution of a single letter for the repeated fraction. A mass of letters was often the result accompanied by confusion. Now and then the resultant fraction was left in an unreduced form, which a very elementary inspection could see would simplify to the required answer. Algebra and mensuration Queen's Scholarship examination. Men.

"The one unknown quadratic was generally right, but that containing two unknowns, although simple in character, was rarely correct, many failing to see that the value of x in terms of y obtained from the first equation should be substituted for x in the second, or *vice versâ*. In very few cases indeed was the question on the theory of numbers properly attacked. The prevailing fault was to take a special case only, and, curiously, the well-known general form of expression for an odd number was conspicuous by its absence. It is to be regretted that the problems were so rarely successfully worked, the railway train question being found right only two or three times. Knowing the answer by some mental process some of the candidates evidently tried to make the work fit in accordingly, the nature of the question curiously helping them in this respect. There were other evidences of attempting to obtain the correct answer by illegal means, notably in the case of the cube root, the answer to this question being already known by inspection. The areas of a triangle and circle were pet questions, although many did not extract the square root by the short way.

"The papers were fairly neat, but things were often jotted down unaccompanied by explanations or even by denomination marks. The equation sign was carelessly inserted between things obviously unequal, and a great deal of necessary working did not accompany the solutions."

Mr. Aldis:—

"The papers show generally a good knowledge of the text, and a moderate power of grappling with problems on the propositions. There are very few excellent and very few bad papers. The value of the subject as a training in precise language is too generally overlooked." Euclid. Queen's Scholarship examination. Men.

Mr. Airy:—

"The definitions were fairly written out. The chief failures were in those of an acute-angled triangle and an oblong. A postulate was often confused with an axiom, and a problem with a theorem. Euclid. Queen's Scholarship examination. Men.

"The writing out of the propositions may on the whole be regarded as satisfactory, though 'commonplace' would be a better word to use. The riders were scarcely ever done, very seldom attempted. Assumptions of the points which it was all-important to *prove* were frequent, and the power of self-deception as to when a necessary proof had been given was constantly obvious."

Mr. Ellerton :—

Dictation and penmanship. Queen's Scholarship examination. Women.

"The general character of the handwriting in the copy-setting exercise is fairly good, a small number of papers only reach the mark 'excellent' or 'very good,' and a rather larger number fall below fair. In the large hand copy the chief faults appear to be want of uniformity of slope and lack of balance in the capitals. Many of the candidates have not yet acquired the power of producing a clean and firm downstroke, and the spacing is very various, the allotted space in some papers being far too little and in others too much for the exercise. Spelling is generally good, but the word 'calumniated' proved a stumbling-block for quite half the candidates. A large number of errors arose from a misconception of the words dictated, *e.g.*, 'atmosphere' was several times mistaken for 'utmost fear.'"

Mr. Barrington Ward :—

Domestic economy. Queen's Scholarship examination. Women.

"The subject of *savings* is not well understood except in an elementary degree. Evidently few girls know the details of any other means of investing money than those afforded by the Post Office Savings Bank (though its regulations are in most cases well known). Nearly all the candidates avoid building societies as a means of investment (often quoting the 'Liberator' misfortune), but very few know anything of such legitimate investments as stocks, sound shares, and deferred annuities, beyond the mere names.

"The dress of a young child (Section II. 1) is far too expensive in many answers, and some of the most important garments are occasionally omitted from the enumeration.

"The answers to the question dealing with the apportionment of expenditure between three sisters (III. 2) too often omit indispensable requisites, and far too large a proportion is proposed to be spent upon female attire and holidays. In fact, most of the girls examined have little idea of the value of money, probably because most of them have not yet been permitted by their parents to distribute domestic and personal expenditure in the essential proportions. In short, they lack experience of earning and spending money, and, at their age, this is not surprising.

"The processes of washing flannels and prints are satisfactorily known. But these subjects have been dealt with in many preceding examinations, and the candidates are accordingly well 'primed' in them.

"Reasons, functions, and causes are seldom given, while common facts are correctly stated. For instance, the girls seldom know what yeast (scientifically) does, though they are aware how it is used in bread-making. They know that fruit is good, but they have not any notion of its chemical composition and its properties as a food. They can stew meat, but do not know the nature of the process which takes place and the advantages of stewed meat in nourishing the body. In like manner, the effects of boiling water and wringing on flannel substances are usually stated in the words that an ordinary uneducated laundress would use. It is something, however, to know the facts, even when we do not know their causes!

"A large majority of the candidates show a good knowledge of elementary hygiene and the treatment of simple ailments and accidents."

Mr. F. W. H. Myers :—

Domestic economy. Queen's Scholarship examination. Women.

"1. The reduction in length of this paper has been effected without appreciable injury to its value as a test.

"2. The familiar questions in each branch, such as those on stewing, on washing flannels, &c., are more and more evenly done each year. There are now very few papers which show positive ignorance on these common topics.

"3. On the other hand there is no marked advance in general intelligence. A question requiring some little independent thought, such as that on the distribution of income by three sisters, is still for the most part answered in an unpractical way, as by persons unversed in actual life.

"4. On the whole, however, the range of accurate answers grows wider; and fewer candidates seem to have wholly neglected this subject."

Mr. Willis :—

"The papers submitted to me for revision do not call for much remark; they show that a constant and steady progress is being made in the study of this language. I should describe the work on the whole as very fair but rather rough, and displaying more knowledge of French than facility in English. French. Queen's Scholarship examination. Men.

"Parsing shows fairly good preparation. I had still occasion to notice the cloudiness as to the function of auxiliaries, which arises from the imperfect instruction given in English grammar on that point."

Mr. Danby :—

"Of the 481 papers that have been revised, some (but very few) were extremely well done, most were disappointing, and a considerable number were hopelessly bad. The paper contained no great difficulties, and the questions in it should have been well answered by the majority of candidates if they had received efficient instruction in the subject. Of the seven questions, three contained passages for translation into English, three were easy, straightforward questions in grammar (accidence), and one contained three simple sentences to be translated into French. French. Queen's Scholarship examination. Women.

"The translation of the longer passages of prepared French was on the whole attempted with fair success; but the mistakes generally made show clearly that the girls have not received careful teaching. The candidates are not only unfamiliar with the elementary rules of syntax, but they have no accurate working knowledge of declensions and conjugations.

"Evidence of defective teaching is also apparent in the many unsuccessful attempts to parse certain words in the passages set for translation.

"In the last question on the paper, a passage of French, apparently unprepared, was given for translation into English. Very few have made a correct translation, while many, I am sorry to say, have sent up answers that are simply ludicrous. Girls who are beginners in French may be excused for leaving an unprepared passage unattempted; but a minimum of judicious, careful teaching would have kept them from writing down nonsense—this minimum has not in very many cases been given."

Mr. Williams :—

"Perhaps the most striking feature in the papers on Welsh was their very great inequality in point of merit. Of the 265 candidates who took this paper, 45 obtained two-thirds of full marks or upwards, and did generally very creditably. The translations from Welsh into English and from English into Welsh (unseen) were good, and the answers to the questions on grammar were pretty accurate. The parsing of Welsh words was the least satisfactory part of the work. About 60 others obtained half marks or upwards, and may be said to have done very fairly. Of the rest about 90 did pretty fairly, about 30 indifferently or imperfectly, and about 40 badly. Welsh. Queen's Scholarship examination. Men and women.

"The chief defects in the translations were: over-literalness and placing the words in the two languages in the same or nearly the same order; ignorance of Welsh idioms; a want of a more extended vocabulary and making English verbs with a Welsh termination do duty for Welsh verbs.

"As to Welsh grammar some of the best candidates, as already stated, answered the questions creditably, but many others answered them indifferently or badly, and could not have paid much attention to the subject.

"For the future I should like to advise candidates who intend to take the Welsh paper not to be content with preparing the book prescribed for translation into English and trusting to their mere colloquial knowledge of the language, but to study Welsh grammar, at all events the more elementary portions of it, and also practise Welsh composition.

"Most of the candidates come from the five counties of Cardigan, Carnarvon Merioneth, Carmarthen, and Glamorgan; and it is worthy of remark that the candidates from the first three counties did much better, as a rule, than those from the last two."

Certificate Examination, December 1894.

Extracts from reports of the revisers of the papers worked by students at residential colleges and by acting teachers.

It is important to remember that most of the adverse criticisms refer to the work of the acting teachers only, whose attainments are naturally greatly inferior to those of the students, since they have been occupied in teaching throughout the year, and have had far fewer opportunities for private study.

Mr. Barnett :—

The art of teaching. Certificate examination. Men and women. (Third year.)

"The books offered were usually two of the following :—Quick's 'Educational Reformers,' Professor Bain's 'Education,' and Professor Sully's 'Teacher's Handbook of Psychology.' Four students answered certain questions in French, as they were required to do in virtue of residence for some part at least of their third year in France.

"It may be said briefly that, with perhaps one exception, all the papers were excellent, and comparing the work of the bulk of the first and second year students with these, it is impossible to doubt that this prolongation of pedagogical study is of the utmost importance.

"In the papers worked by most students of the first or second year the notions propounded are the crudest possible, the text-book being adopted almost as it stands without any attempt at criticism or appreciation. To these younger students all the last words on the subject of education and educational 'values' have been said by Mr. Spencer and Mr. Bain, from whom it is hard to believe that some lecturers have ever ventured to dissent.

"In the batch of papers worked this December the men on the whole did better than the women ; but the two best papers were worked by women, one of them only just failing to secure full marks. In most cases it was clear that the third year students had not merely been left to themselves, but had been encouraged to discuss and criticise the theories set forth by the authors proposed for study.

"The questions answered in French were not equally well done, and it may seem remarkable that the women here were decidedly inferior to the men. The answers given by the men were sufficiently correct in form, and showed that the writers had been encouraged to make valuable observations whilst abroad."

Mr. Harrison :—

English. Certificate examination. Men and women (Third year.)

"Only nine students of the third year offered themselves for examination in this subject. Of these five were from Stockwell Training College, and of the papers of these students may be taken as a fair sample of what may be accomplished in a third year's course, it is much to be hoped that an increasing number of students will avail themselves of the privilege of an extra year's training."

Mr. Barnett :—

Latin. Certificate Examination. Men and women. (Third year.)

"The passage generally chosen for translation into English was Pliny's letter, which was mostly treated very successfully ; but some candidates had evidently had little or no practice in 'sight' translation.

"Syntax was fairly well known. The translation into Latin, though offering no special difficulty, was not well done."

Mr. Wilde :—

School management. Certificate examination. Second year. Men.

"Section 3 of this paper, Quick's 'Educational Reformers,' was particularly well got up by nearly all the students at all the colleges. The memory of many of the men must be very retentive, for they often reproduced the very sentences, and in many cases too the very long German words, used by Mr. Quick, which, as they probably did not understand that language, was the more remarkable.

"Section 2, was also generally well answered.

"I was, however, a little surprised that many of the students did not utilise the space allowed them to the best advantage. They took up too much space with the first question, that on registers. It was a long question certainly, but in one case five and a half pages out of eight were devoted to it. This caused the other answers to be cramped, and some students had not space for the full number of answers allowed.

"This question on registers was mostly fairly accurate, but mistakes on so important a part of school routine were too frequent, particularly as to the number of times a school has to be open during a year. The number of attendances was made to vary from 50 to 510. That portion of the question referring to evening school registers was generally omitted, as were the notes of lessons.

"The question on school punishments was perhaps the best answered, and next to that the one on school hygiene.

"On the whole I should say the papers were most creditable both to the students and to their teachers."

Mr. Fowler :—

"The questions were on the whole very creditably done. The best answers were those on the Coming and Passing of Arthur. The questions on Bacon's Essays were, on the other hand, not well answered. English Certificate examination. Second year. Men.

"The analysis and parsing was not often attempted; when it was the answers were generally satisfactory.

"Among the colleges which did the best work were Chelsea, Battersea, Durham, Saltley, and Westminster. A few very good papers came from Hammersmith.

"Much of the handwriting was indifferent, but the composition better than in former years."

Mr. Milman :—

"I suppose that there is no subject more difficult to mark fairly than composition. Tastes differ. Some are of Macaulay, some of Carlyle, some of Milton, others of Wordsworth. Composition. Certificate examination. Second year. Men.

"But if 'poeta nascitur, non fit,' the essayist of the training college generally 'fit' and very rarely 'nascitur.' My experience of these papers shows me that in one college the papers never rise above mediocrity, while in another they are all good. Therefore the quality of the composition depends upon the teacher.

"In the best taught colleges no two papers run on exactly the same lines. Originality has been encouraged and developed, and the men express themselves with facility. (In this list I would place Hammersmith, Isleworth, Chelsea, and—after an interval—Cheltenham and Battersea.) In others I found nothing better than bald expressions and barren thoughts.

"Of the excellent subjects given, the favourite was, of course, 'Whatever 'your faculty may be, deliberate exercise will strengthen and confirm the 'good of it.' Why? Because 'Exercise of the Faculties' is in the text-book, and Froebel, Spencer, &c. may be drawn upon ad nauseam. And they were.

"Perhaps it may be a guide to teachers to state what I now look for in an essay :—

"(1.) It must be to the point. The writer should make up his mind as to what is expected of him and stick to it; and not be like the man who always drags Magna Carta into his history paper.

"(2.) The language should be simple, not replete with poetical or turgid expressions.

"(3.) The form of the sentences should be varied, and the emphatic words put into their right places in the frame.

"(4.) A wider vocabulary should be cultivated by general reading.

"(5.) The writer should be encouraged to put his own ideas on paper. How an examiner welcomes any originality!

"(6.) As regards the length of the essay, it seems fair to expect about two and a half pages to be written in the time, with eight words or so to the line.

"I think that much good would follow if students were encouraged to keep a common-place book, and enter in it from the books they read any passage or thought that strikes their fancy or their taste."

Mr. Aldis :—

"Of the papers worked by students very few were excellent, and very few indeed were bad. Work generally was very fair, but the marks gained were Euclid. Certificate examination.

Second year. Men.

fewer than in former years. On the other hand, the acting teachers appear to have done better than in previous years, those examined at Newcastle obtaining a higher average than was secured in two of the training colleges."

Mr. King :—

Algebra. Certificate examination. Second year. Men.

"The general character of the work was satisfactory. Most of the candidates showed sufficient knowledge of the elementary process of algebra to enable them to give useful instruction on the subject. The answers were, as a rule, clearly and accurately set out, and the methods used were simple and well chosen. The weak point was want of careful consideration of the questions before attempting the answer, and this was specially evident in the many futile attempts to answer the question on simple multiplication, which forms the first step in the proof of the binomial theorem. The candidates, instead of reading over the question and then replying to the point clearly and definitely raised, wrote out inappropriate fragments of or even the whole of the proof of the binomial theorem which they had studied but apparently failed to comprehend.

"The theory of mensuration appears to have been taught in one or two colleges only. It seems desirable to teach all students to notice that many of the methods used in mensuration are illustrations of the practical application of the elements of geometry and algebra, and thus to be able to prove the truth of all rules, except those which involve results obtained by the use of the integral calculus."

Mr. Campbell :—

Political economy. Certificate examination. Second year. Men.

"The papers on political economy were very satisfactory, in so far as they showed on the part of nearly every individual student who took up the subject a fair or more than fair knowledge of the elements of the science. They were, however, one and all redolent of the text-book, and it was easy to trace in nearly every case the books—some unfortunately rather antiquated—which had been in use in the different colleges. As a necessary consequence, dogmatism appears everywhere, from the very definitions to the discussion of such burning questions as bimetallism.

"Indeed, it is clear from these papers that political economy is still treated too much in the training colleges as the old-fashioned deductive science of a generation ago, and that salvation is still supposed to be found in a study of the text-book, and in that alone. Its inductive and historical aspects have been to a great extent neglected, and that side of it where it shades off into general social science almost entirely ignored. This is a matter for regret for two reasons: (1) much is lost from the point of view of mental training by keeping too clear of the controversial questions of the day, and (2) on more purely utilitarian grounds it is to be desired that the teachers of the future should, if possible, have some grasp of the principles which underlie the great social problems that beset us.

"To go into detail, nearly everyone fought shy of the question on the budget; that on the low price of wheat was attempted more frequently, but even where the principles were correctly stated there were hardly any facts in support of them, and it elicited only one really good answer. Bimetallism was a favourite subject, but in most cases the students were content to give the very barest statement of the meaning of the term without entering in the least into the merits of the controversy involved.

"These papers seem then to point to the need in many of the training colleges of a good 'up-to-date' lecture on political economy, inviting discussion and argument on controverted questions, and using modern instances and illustrations as far as possible. Such teaching, however, will be of little avail unless the students themselves keep their eyes and ears open to the facts of everyday life."

Mr. Pennethorne :—

School management. Certificate examination.

"The chief point to note was the immense difference between the papers of students and those of acting teachers in favour of the former. This, as would naturally be the case, was more especially noticeable in the answers to questions on Sections II. and III. The matter in the book set had been

digested for the students by the teachers of their respective colleges, and Quick especially needs some such process before being reproduced in a more concise form on paper. Second year. Women.

"In very few cases was the present minimum age for leaving school known. The teachers in the colleges do not appear to have kept their eyes open to the change. Far too many did not know how many times a school should be open in the year, or the number of years, attendance registers, summaries, and day books should be kept. Very little, but this is not strange, was known respecting night-school registration. But many, both students and acting teachers, said that the presence mark might be cancelled by a stroke. Some did not know the meaning of the word 'cancel,' taking it to mean 'erasure.'

"On the whole the students did good papers and compared very favourably with the acting teachers, showing the advantages of going to a training college. Perhaps the uniformity of style in answering some questions in respective colleges showed that originality of thought might be rather cramped and Jacotot and his opinions ignored; but this is the natural effect of preparing for an examination. Many of the acting teachers showed a deplorable want of knowledge, and even as regards the first question, which they as practical teachers should have done well. In ease, expression, and elegance of composition they were far behind the students. The handwriting of the students, as a rule, made the task of reading the papers a pleasure, but some of the acting teachers wrote a slow, round, illiterate hand, as if a minute had been expended on each word. There were, however, some few papers among the teachers well written and expressed."

Mr. Monro:—

"Taken as a whole, the work was creditable. There were very few errors in spelling and syntax, the prevailing faults being a paucity of ideas with a consequent tautology, and a misconstruction of the meaning of the quotation forming the subject of the essay rather than inability on the part of the candidates to express themselves clearly and in suitable language. Composition. Certificate examination. Second year. Women.

"The excerpt from Ruskin was the subject most frequently chosen, but the meanings of the word 'faculties,' which must have been present in the candidates' minds, to judge from the exercises, were very varied and often absurd. Not a few seemed to think that all the author meant in this case was that we should exercise our limbs regularly and deliberately.

"As the candidates were often confined for illustration, example, and quotation to special work connected with the Certificate Examination, and particularly to preparation for the art and theory of teaching, an obvious inference must be that their general reading is too limited in extent."

Mr. Fisher:—

"The papers were on the whole good. A high standard of accuracy and neatness was maintained, and the methods used were in most respects satisfactory. In two of the sums, however, two processes were frequently used where one was sufficient, and I noticed that in many cases fewer figures might have been employed. In the latter respect there is still a good deal of room for improvement. Two weak points were revealed by the papers. The question involving a very elementary knowledge of cube root, and the harder of the two questions requiring a knowledge of ratio, were attempted by few and solved by very many fewer. Arithmetic. Certificate examination. Second year. Women.

"Of the four sections of the first question the definitions were, as a rule, well done—the definition of present worth excepted. In this connexion it is well to remind candidates that verbose essays are not definitions, and that it is possible to multiply words without increasing knowledge. The candidates have a good idea of our system of notation, and many of them can express a number in any scale, but the majority of them failed in the latter point.

"The rule for conversion of a circulating decimal had evidently been taught to the majority, and many of them reproduced the proof satisfactorily; but it was evident that it had been crammed in a number of cases, and was in consequence badly set forth.

"The least satisfactory answers were given in the attempt to prove the rule for multiplying one fraction by another. Nearly all made the attempt, and

had had some proof shown to them by their instructors. In most cases, however, they had either not comprehended the proof, or, what is more serious, do not understand what a complete proof is. A large number made use of diagrams, but were either convinced that a diagram is a proof in itself or were much confused between arithmetical and geometrical ideas. They missed the point, that, when the geometrical method is employed, the sign of multiplication must be replaced by the word 'of'; and I noticed such expressions as 'space multiplied by space.' One, indeed, carried her convictions so far as to draw two lines with the sign of multiplication between.

"In one case also, in connexion with the definition of square root, it was stated that 'AB is the square root of the square ABCD.'

"The impression left on me by the papers is, that the candidates can reproduce proofs which have been set before them, but that they are very helpless when their memory fails them. I was surprised by the good work in algebra in a number of the papers. Knowledge of formulæ was shown, the given expressions were resolved into their factors by a large number, and the two easiest equations were solved by many."

Mr. Biddle:—

Penmanship and dictation. Certificate examination. Second year. Women.

"In the papers of the second year female students there were few mistakes in spelling, though candidates sometimes failed to catch the right word, and a final 's' was occasionally added or omitted. The word most frequently misspelt was 'equanimity.'

"The handwriting on the whole approached 'good.' In the papers from most of the colleges the uniformity of style and the general quality of the writing, particularly in the copy-setting, gave evidence of careful and systematic attention.

"The papers of the acting teachers were not so satisfactory. The errors in spelling were much more numerous, while few exercises were really well written."

Mr. Airy:—

History. Certificate examination. Second year. Women.

"The papers from training colleges display a marked and very encouraging improvement upon any that have come before me in previous years. The most notable fact is, perhaps, the wide variation in merit; for example, the papers from Stockwell, and less markedly from the Home and Colonial, are little short of admirable, pointing to thoroughly sound teaching, and to much intelligent practice in the art of answering questions at once fully and concisely; those from some others are, unfortunately, characterised by the opposites of these qualities.

"The principal failures occur, as might be expected, where a comparison or contrast of characters was asked for, or where the question demanded a general grasp of a large subject. It is, for instance, seldom (except in the two colleges to which I have referred) that 'the general characteristics of Elizabeth's government' or 'the political effects of the Reformation' were well given, or that the characters of More and Cromwell or of Wolsey and Cranmer were intelligently contrasted or compared.

"Many acting teachers answer the early questions so redundantly as to leave insufficient room for the later ones; and the habit of underlining, so dear to the female teacher, is often carried to a ridiculous extent.

"There is, of course, evidence, though less than usual, of the tendency of all the students from one college to reproduce some catch phrase which has fallen from their lecturer, or which they have found in the text-book in use at the college. Thus all the students from one college write that Elizabeth 'had her finger on the pulse of the nation'; from those of another I learn that transubstantiation was the 'pet doctrine' of Henry VIII., and so forth. The inevitable and almost welcome anachronism turns up in the fact that Walsingham obtained 'photos' of the Babington conspirators, and of course there is a fair crop of 'bloody statues' for 'bloody statutes.' But the number of papers containing silly blunders is remarkably small.

"The papers of acting teachers were, as usual, deplorably bad on the whole, though here, too, I discern an improvement."

Mr. Wylie:—

"Over 1,000 papers worked by acting teachers (women, second year) were sent to me for revision. Very few of them were really bad. A few were excellent, mostly written by candidates who were above the average age and were evidently well practised with the pen. The general level of answering was good. On the whole there was a welcome absence of catch-phrases from the text book, though the Star Chamber 'fined men to their ruin' rather too frequently in Question 2. Bacon's description of Henry VII. as one of 'the tres magi of kings of that age' (Question 15) was a pitfall, many describing him as a 'great king,' some even as 'a *tres magi*,' because he was 'very great.' The comparison between Wolsey and Cranmer (Question 4) yielded much sorry commonplace in parallel columns. In dealing with Poynings' law (Question 1) few could distinguish between the native Irish and the Irish of the Pale. In the maritime discoveries prior to the accession of Elizabeth (Question 14), too many dragged in Drake and Hawkins, Frobisher and Raleigh; and in the poor law question (Question 3) I scarcely found one who allowed for the influence of the guilds in arresting chronic poverty. The bloody statute (Question 5) was a favourite, as it offered a chance of giving the six articles from the text-book in detail, and the Puritan objection to the ring in marriage appears to have taken hold of the imagination, as might have been expected from the sex of the candidates."

History. Certificate examination. Second year. Women. (Acting teachers only.)

Mr. Barrington-Ward:—

"The subject is a favourite one with most candidates, seeing that it deals with so many matters of ordinary household experience, and it is thus especially one of which every girl thinks she knows something. I am afraid that a great many acting teachers do not study domestic economy at all from books, but rely upon their own daily domestic doings and personal acquaintance with details of dress and expenditure for information. It is otherwise with the collegiate students. In most of the colleges the lessons on domestic economy must be singularly good, judging by the answers of the candidates from those institutions, answers which are rarely unsatisfactory, and very frequently of high quality. There is, in fact, a marked contrast between the students' papers and those of the acting teachers (as a whole), which is a striking piece of evidence in favour of the benefits of college training.

Domestic economy. Certificate examination. Second year. Women.

"The most unpleasant feature in these papers is their excessive length. Almost every girl from the colleges seemed to think it her duty to fill up every page of her answer-book, in a neat clear hand, with the amplest information, much of which might have been condensed without loss of completeness and lucidity *or loss of marks*. The acting teachers, as a rule, show little power of displaying their information, if they had any. There were at the same time a few very good papers written by untrained teachers, most of which I observed came from persons older than the majority of the candidates.

"To notice the questions in detail, I may now say that Nos. 4, 5, 7, the second half of 8, 10, 11, and 12 were usually well answered. Several of these questions, however, do not involve much scientific or 'book' knowledge, and in fact they are very easy. Few candidates were well informed upon the causes of rickets (Question 2), the connexion between dirt and epidemics (Question 8), tables of artisan expenditure (Question 9), the nature of mortgages and consols (Question 11), artificial lighting and decoration (Question 12).

"It was surprising to see how seldom an adequate (or indeed any) expenditure for *milk* was placed amongst the items of a workman's domestic accounts, although the question distinctly stated that there were three children in this particular artisan's family. The modern rules and practices of sanitary drainage are apparently unknown to nearly all the candidates, even from the best colleges, so that there is evidently room for better instruction on this matter, so important in school hygiene. More attention might also be paid with advantage to the chemical aspects of domestic economy, with reference to the nature of foods and their disposal in the human system. But, as I have already indicated, the subject of domestic economy, in its widest sense, has been well taught in the great majority of the training colleges for women."

Mr. Brodie :—

Latin Certificate examination. Second year. Men and women.

"The second year papers are to some extent disappointing, not so good a set in proportion as that of the first year, not equal to the corresponding set of last year. The translation into Latin and the unseen piece from Livy have hopelessly foiled most. Of the latter many have made absolute nonsense, and with wiser judgment would have refrained from exposing their ignorance. The account of Catiline is often full, seldom 'short,' as required, and too often betrays cram, not always well digested. The best paper was worked by a Stockwell student."

Mr. Roberts :—

Welsh. Certificate examination. First and second year. Men and women.

"This is the first time for Welsh to be taken as one of the languages for the certificate examinations. Judging by the work of the 112 candidates examined, its introduction has been an emphatic success from an educational point of view. The results are especially encouraging in the work of students, who have done considerably better, on the average, than the acting teachers. With one exception, that of a student from Edgehill, who produced a paper of shining merit, the students are exclusively drawn from the Church and British colleges at Bangor. In both of these colleges the subject seems to have received special and systematic attention, and the results are highly creditable, especially in the case of the second year men in the former college, whose marks averaged 88.

"The work of the acting teachers, who sat in centres scattered over all parts of England and Wales, varied in a surprising manner. It is abundantly evident that the men have paid more attention to the subject than the women; their average marks are far higher. It is equally clear that the women teachers of North Wales possess a much sounder knowledge of Welsh than those of South Wales, or at any rate than those of Glamorganshire and Monmouthshire. Many of the women who sat at Swansea and Newport probably took Welsh as a last resource, because they did not know Latin or French or German. Unfortunately they appear to have relied too much on mere colloquial knowledge of the language, and that in many cases of an imperfect and superficial character. Several who did creditable translations from Welsh into English failed lamentably when they attempted to translate from English into Welsh. The poverty of their vocabulary and their ignorance of Welsh grammar were conspicuous. It would serve no good purpose to cite examples of some of the egregious mistakes committed by these candidates.

"Eliminating the work of those who appear to have attempted the papers without preparation, the results are decidedly promising, and it is to be hoped that year after year an increasing number of Welsh candidates will have mastered at least the rudiments of the grammar of their native language, a language which, in the anomalies of its orthography and the complexity of its grammar, presents many difficulties to the learner, but the study of which has been too generally neglected in the past."

Mr. Barnett :—

Hebrew. Certificate examination. Second year. Men and women.

"Translation into English was often good, and indeed in almost all cases the marks gained were awarded mostly to that part of the paper. Retranslation into Hebrew was hardly attempted. The grammar was not often well done, though the questions were not very difficult.

"In both first and second year papers candidates had a curious trick of translating into English in the order of the Hebrew words, producing thus a medley which was neither Hebrew nor English. Subject and verb, accusative and nominative, were often inverted; while many papers invariably reproduced the Hebrew order of substantive, article, and adjective.

"In all respects most of the London candidates were infinitely better prepared than those from the provinces.

"Except in a very few cases, the Hebrew writing was very cumbersome and laborious, which seems to show that candidates have very little practice."

Mr. Barnett :—

Greek Certificate examination.

"The set book had been in most cases carefully prepared, and the questions in syntax were generally answered very intelligently. The 'unseen' translation was not always treated with much success.

"Translations were rather fluent than accurate; most candidates confused active and passive in the first line of the paper. Second year. Men.

"The few easy sentences proposed for translation into Greek were mere stones of offence to every aspirant. It is clear that the very valuable practice of retranslation is rare.

"The breathings were mostly regarded as of no account."

Mr. Willis:—

"The first piece set for translation was hard; it consists of two groups of sentences of very similar general meaning, the distinctions requiring some subtlety of expression; there is also a profuse use of idiom, calling for paraphrase rather than translation. French. Certificate examination. Second year. Men and women.

"The second piece, on the other hand, was easy enough to induce some carelessness. Eighty per cent. of the candidates ignored, for instance, the use of the imperfect tense in the first lines 'paraissiez' and 'sentiez.' It contained, however, one passage which was almost, if not quite, universally misunderstood, viz., 'se traîner dans les escaliers,' which evidently from the context means 'dawdle about the stairs,' and which was almost invariably rendered 'dragged downstairs.'

"In Question 3 (English into French) there were the usual difficulties presented to the reviser. Of the five steps in correctness, vocabulary, inflexion, syntax, idiom, and usage, there were very few who surmounted the first two.

"Question 4 (grammar) affords the best test of the educational value of the work done in the various training colleges. In some of these the standard is evidently high, in others the candidates contented themselves with very feeble and elementary work, such as the tenses of 'avoir,' or a statement that 'vous' is the second person, 'because spoken to.'

"Question 5 (unseen translation) produced the best work done. Some extra difficulty was created by the natural ignorance of most of the candidates as to the character and position of the localities mentioned; hence 'environs' was often translated 'suburbs,' and 'porte maillot' was a puzzle."

Mr. Helps:—

"The papers fell into three groups; those which are very good, those which are fairly good, and those which are very fair or fair. Of those in the first group, Battersea, Borough Road, Chelsea, Cheltenham, and Westminster take high rank. School management. Certificate examination.

"*Notes of Lessons.*—The subject generally taken was the 'addition of vulgar fractions.' Many treated the subject as if the children had never heard of a fraction, and in a great many cases such important points as the class to which the lesson was to be given, time to be spent, and illustrations to be used were not specified. There was a marked tendency in several colleges to avoid the real difficulty; very few made use of the familiar $\frac{1}{4}d.$ and $\frac{1}{2}d.$ in the first steps. In a great many cases no sense of proportion was shown in the division of the matter, and the time to be allotted to each step. In the best colleges the notes were generally good. First year. Men.

"*Question* 4. The meaning of apparatus, its uses, and the caution to be observed in using it, was on the whole well treated of, but too often apparatus was regarded only in its relation to science lessons. Very few referred to the danger of conveying a false or wrong impression, or to the importance of the apparatus being of such a size that all members of the class could see all that it was intended to illustrate.

"*Question* 5. First steps in the teaching of English, it was generally agreed, should begin with the complete simple sentence. But a curious infelicity was shown in the choice of sentences for a first lesson, *e.g.*, 'This is a house,' 'Round the house ran the cat,' &c.

"*Question* 6. Considerable ignorance was shown of the kindergarten work suitable for older children, and the value of this work in developing the constructive faculties, and sense of form, colour, beauty, symmetry, &c., was not fully recognised.

"*Question* 7. In distinguishing between observation and experiment many students used the latter word in the limited sense of applying only to a *process*

involving the use of apparatus. There was also a great deal of vagueness in the use of the word observation.

"*Question* 8. This, on attention and how it may be cultivated in children, was as a rule very well answered; a few confounded attention with good order.

"*Question* 9. The answers to this, which is, perhaps, rather beyond the range of students of the first year, were very crude; it was generally assumed that the study of languages did not involve the use of the reasoning faculties, but simply cultivated the memory. In one college several students took 'physical science' to mean training of the body.

"*Question* 10. In attempting to show how a teacher can develop the obedience yielded by a child in school into an obedience imposed by a 'sense of duty,' it was quite the exception to find a student regarding duty as 'stern daughter of the voice of God,' and the uses of moral lessons and religious instruction in helping to form a sense of duty were far too often omitted. The notion that an adult is generally obedient to rules and laws, because otherwise he would not 'get on in the world,' was frequently given as a sufficient motive for obedience.

"*Question* 12. The answers to this, giving a definition of 'abstraction,' and the faculties concerned in the process, were often very confused, and in some cases the student dealt with the word in its ordinary meaning, and not as a term used in psychology.

"*General Remarks.*—The old fault of not reading the question with sufficient care still occurs too often. There is a tendency to wander from the point and write round a subject, and in some colleges there is a lack of conciseness in answering a simple question. Judging from the answers to the questions bearing on psychology, there is great need for more exactness of definition in the terms used."

Mr. Mostyn Pryce:—

Arithmetic. Certificate examination. First year. Men.

"The greater number of the arithmetic papers entrusted to me for revision were from training college students with a remainder from acting teachers. There is the usual marked difference in the quality, method, and accuracy of the work produced from these two sources. In the former there is but little fault to be found. Though there are some weak papers many are excellent, and a fair number of students gained full marks.

"On the whole the problems were thoroughly well grasped and correctly worked, showing that the importance of special practice on this point has been generally recognised.

"The metric system appears to require rather more general attention. There were but few correct attempts of Question 7.

"In Question 3 it must be added, that the correct answer was not infrequently obtained, as shown by the side work, by guesswork or repeated trials instead of by some thoughtful process."

Mr. Burrage:—

Mental arithmetic. Certificate examination. First year. Men.

"The results in this subject vary considerably, but taken as a whole the papers are creditably worked by the students in the training colleges. The marked contrast between their papers and those of the acting teachers is satisfactory evidence that the subject has received due attention in the colleges.

"As one can only deal with 'results' in this subject, it may, perhaps, be well to state that the *average mark* for all the students' papers is 24 out of a possible 40. Those in Battersea stand first, with an average of 27·6, closely followed by Homerton with 27·0. Of the 667 students examined in this subject, three only gave the correct answers to all the 14 questions, viz., one in Battersea, Chelsea, and Cheltenham respectively, while 18 were successful with 13 problems; 26 per cent. fail to obtain half marks, leaving a very fair proportion who thus show they can work mentally problems which cover a wide range of arithmetic with rapidity and accuracy.

"The papers of the acting teachers are, as a rule, poor indeed, and point to little or no preparation. They are characterised by much inaccuracy, fre

quently every question is attempted, and not a single correct solution given. The majority, however, try only three or four questions with very varying success."

Mr. Cartwright:—

"The propositions generally were carefully and accurately written out, and there was abundant evidence that the subject had been intelligently prepared. Euclid. Certificate examination.

"The commonest faults, involving loss of marks, were omitting important parts of the construction of the figure, and assuming well-known geometrical facts without proof. Forbidden letters and symbols of operation were occasionally used. A fair proportion of the riders were successfully attempted, but very few candidates succeeded in solving the rider to I. 48. First year Men.

"In Question 10 only one solution was given, viz., where the circles touched externally."

Mr. J. Wilson:—

"The results in most colleges are better than last year, inasmuch as fewer men gain marks by advanced work, who are very inaccurate in the elementary questions. Algebra. Certificate examination.

"Factors and simplifications had generally been practised, though there were many cases of roundabout methods, especially in the resolution into factors of the third expression in Question 1. First year. Men.

"Question 4. The multiplication of these surds was too difficult for three-fourths of the candidates.

"Question 5. Want of skill in equations was again shown by the majority, especially in the one with two unknowns. But surely there must be a defect in the teaching when so many men give as the answer—a or b = some expression containing x and y. Very many who found that $x = y$ were contented at that point instead of completing the solution. Not one student and only one acting teacher noticed that the apparent solution of the third equation does not satisfy it.

"Question 7. Most men attempted the arithmetical progression, as a rule, successfully, though some made it into an arithmetic sum by actually adding it up. Not a few fancied that to write down the formula for the sum was to *find* it.

"Question 8. The definitions of ratio, &c. were generally done, but the example was frequently only imperfectly attempted.

"More men did the problem than last year.

"Mensuration appears to be carefully taught, for the errors were usually of the kind due to the student and not to the teacher."

Mr. Gardner:—

"In map-drawing the lines of latitude and longitude, the general outline, and the position of towns and physical features were given with very fair success. The scale of miles was generally omitted, and when attempted was in most cases wrong and often absurd. Geography. Certificate examination. First year. Men.

"The question in astronomical geography and that on the circulation of currents elicited very few intelligent answers, nor was much known of the range of the tiger. The rest of the paper was creditably done, the matter being well analysed and arranged."

Mr. Routledge:—

"The relative superiority of the students is best shown by contrasting their answers with those worked by the acting teachers. History. Certificate examination. First year. Men.

"Though scarcely any of the papers attain to a high degree of excellence, yet the average is very fair, especially in the history of the 17th century.

"What the students have particularly to guard against is the introduction of uncalled-for information, due in a great measure to a careless study of the questions. This is best illustrated by the frequency with which the question as to 'what measures were taken by William I. and his immediate successors to 'prevent the feudal lords from becoming too strong for the royal power' is answered by a vague description of the feudal system, and not a statement of

the special safeguards introduced by the early Norman kings. There seems a danger lest undue attention should be paid to mere biographical details and anecdotes at the expense of the constitutional and social aspects of history.

"The handwriting and composition are generally creditable."

Mr. Ainsworth :—

Dictation and penmanship. Certificate examination. First year. Men.

"The exercise in dictation, as a rule, was well done. The words which presented most difficulty are 'malevolence' and 'equanimity.' A few candidates attempted to get over the difficulty in 'controversy' by making the penultimate letter a combination of e and s.

"A large number of slight mistakes apparently occurred owing to defective hearing, *e.g.*, writing words in the singular instead of plural, 'of' instead of 'for,' and *vice versâ*.

"As regards the handwriting, the large hand copy was more successfully attempted than the small hand; because, perhaps, more attention had been given to large hand copy-setting.

"There was often a wide difference between the small hand copy and the handwriting of the dictation exercise; in a good many instances the two exercises exhibited two styles of penmanship.

"Much yet remains to be learnt in securing a clear and even formation of small letters. Not a few failed to copy the exercise correctly, many mistakes being made both in spelling and omission of words."

Mr. Barnett :—

Greek. Certificate examination. First year. Men.

"Prepared translations were usually fluent and mostly fairly accurate, but knowledge of even elementary syntax was often very slight. For instance, the significance of the order of words and position of the article at the end of the first passage were understood by very few, and the commonest enclitic particles were treated with simple contempt.

"The unprepared translation was not often tackled successfully.

"The parsing was very fairly done, but in other respects the accidence had been learnt most imperfectly. Question 4, which required merely a knowledge of the three commonest pronouns and a couple of very ordinary nouns, was answered correctly by one or two only.

"Breathings were very generally ignored, and many marks thereby lost."

Mr. Parez :—

School management. Certificate examination. First year. Women.

"Abundant evidence is given that in most of the colleges the subject has been well studied, and although the characteristics of the particular methods insisted upon in the several colleges may be too readily descried in the recurrence of identical phraseology in the answers, and at one or two colleges technical terms have been elaborated to an extent which can hardly be of any practical utility; still, on the whole, the instruction given seems to have been intelligently grasped. The answers, however, seldom show any attempt to expatiate beyond the charmed circle within which the teaching was given, or to broaden out into anything like individual original consideration of the matter in hand. Nevertheless, the superiority of the training system is strikingly shown in the answers of the students on the object lesson on vulgar fractions as compared with those given by the acting teachers. The great infrequency in the latter of any attempt to do more than merely lay down the routine of the necessary arithmetical operations, while it does not speak hopefully for the character of the instruction under these teachers, is a powerful vindication of the value of the training given to the students, who, as a rule, entered into suitable explanations of processes.

"In the question on 'method,' the educative value of varying the mode of presentation of the subject with a view of enabling the pupil to see all aspects of it and so gain a comprehensive grasp of it, as well as with a view of avoiding monotony, was not sufficiently marked.

"In the question on 'English,' the utility of practice in sentence-making was not well understood. The answers given were too technical. The value of kindergarten work in training the faculties was very often well shown, but its importance in creating a liking for school was missed. The distinction between 'voluntary' and 'involuntary attention' was well drawn out, but

the connexion between the two and the unconscious growth of a habit of the former from frequent repetition of the latter was often left out.

"The question on 'apparatus' and the technical questions in the second section were pretty well answered, but less success attended the answers on the 'cultivation of the sense of duty,' which in itself is a somewhat difficult subject, and which threw back the answerers on their own resources."

Mr. Colvill :—

"1. Parsing and analysis are on the whole satisfactorily done, considerably better than they would have been done a few years ago. English. Certificate examination. First year. Women.

"2. The references and allusions were fairly understood.

"3. The scanning was tolerably done only; but the advance in knowledge of metre during the last few years is decided. As yet, however, the knowledge attained does not suffice to deal with the more difficult lines among those set, or to enable most candidates to rewrite in verse form the passage given.

"4. This question was severely let alone.

"5. The context of the quotations was generally accurately given, but the comments generally missed the point.

"6. The most striking qualities of Tennyson's poetry were somewhat confusedly illustrated, but the general purpose of the poem was very fairly comprehended.

"The answers to questions on Macaulay's review of Moore's Life of Byron were often in the case of acting teachers so vaguely written as to leave some doubt as to which question (7–11) they were really designed to answer. In the case of students this was less apparent, as the entire passages were quoted verbatim as a rule, without enough original matter to give any clue to the candidates' intelligent appreciation of their meaning."

Mr. Cowie :—

"The papers are generally very well done; the methods sensible and intelligent, and the work neat and accurate. Arithmetic. Certificate examination. First year. Women.

"The answers to Question 1 (on method) are as a rule intelligent, clear, and well reasoned.

"In Question 7 on the metric system, the advantages of the system are not often clearly stated, metres and kilometres are often confused."

Mr. Lott :—

"It is evident, except in the cases of two or three colleges, that the reading or the instruction of the students had been wide enough to prepare them to answer nearly all the questions. The only question which was not done was the one on the Oxus and the Zarafshan. The question asking how British voters are responsible for the government of India was seldom answered well. Those who attempted the question on the economic importance to China of rice, bamboo, and tea, too often wrote down what they had learned about tea and rice in their 'domestic economy' without seeing that the question refers to China and to *political* as much as or more than to *domestic* economy. Another common error was to represent rice and bamboo as chiefly valuable as exports. Many candidates showed that their knowledge of the religions of Asia was confused. Geography. Certificate examination. First year. Women.

"Only two colleges had methodically trained their students to draw a scale of miles with their maps. Students from other colleges either omitted the scale of miles or put it in with very varying degrees of success.

"It will be seen that these remarks apply rather to the questions lying towards the outside of the subject than to those which dealt with the matter that would be studied by any one preparing carefully for this examination. With regard to the questions on what may be called the bookwork of the subject, the difference between the strong and the weak colleges was much more a difference in the thoroughness with which information had been taken in and assimilated than a difference in the quantity and quality of the information put before the students. The shortcomings of the weaker colleges appear to be due either to want of power on the part of the teachers to insist on careful and intelligent work, or to want of power on the part of the students

to bring to the subject that amount of intelligence and of memory which it needs.

"The marks awarded scarcely show sufficiently the difference between those who did best and those who did creditably, for the latter were helped by the choice of questions allowed. The students from the strong colleges could probably, as a rule, have answered all the questions."

Mr. Harrison :—

History. Certificate examination. First year. Women.

"In the best colleges the students have learnt how to read their history, and in these a large number of the papers were thoughtful and well arranged. There was less writing off the point than usual, but in some of the colleges the students had only at command the barest facts, the significance of which they could but dimly appreciate. Such found their opportunity in the date, genealogy, and locality questions, but cause and effect were, as a rule, beyond them.

"The two questions which required candidates to follow up throughout their period the story of Ireland and of the East India Company, as usual with this class of question, caused frequent disaster. It would appear that lecturers on history are not sufficiently alive to the advantage of occasionally deviating from the reign system to follow up a particular train of events.

"Two other questions [illegible] showed a great want of judgment. Candidate after candidate could not resist the temptation to discourse on Elizabethan dress [illegible] being the most notable about Elizabethan architecture, which formed part of the same question."

Mr. FitzMaurice :—

French. Certificate examination. First year. Men and women.

"I have revised 343 papers first year of female teachers, 68 of male teachers, and 366 of male students; in all, 777 papers. The papers of the last are uniform and very superior to those of the teachers, though one teacher did perhaps the best paper of the whole 777.

"The marks generally are high. This is owing to the fact that the pieces for translations, 'seen' and 'unseen,' were well done; it must, however, be added that in the 'unseen' piece for translation little or no difficulty of construction occurs.

"The translation of short English sentences into French was, on the whole, badly done, and the errors occurring therein are difficult to reconcile with the most elementary knowledge of French grammar.

"A small per-centage of the candidates acquitted themselves really well in these essentially useful exercises, and I consider that these alone can be credited with a real grasp of the language.

"The parsing of words occurring in the 'set' pieces was generally well done, but in many cases the inability to parse words, which had been correctly translated, throws a tell-tale light on the amount of cram to which such correctness of translation was due."

Mr. Brodie :—

Latin. Certificate examination. First year. Men and women.

"These papers are a decidedly improved set. I find that the highest mark given is 88 (the maximum being 100), that four other papers have received 80 or upwards, not a few have received between 60 and 80, and a large number more than half the marks. The best women's papers are scarcely behind the men's; the general average of the latter is better than the women's.

"There are, of course, not a few inferior papers, and a minority of failures. In the latter case the candidates show no self-measurement, and would more wisely have refrained from attempting the paper.

"The answers most done are the unseen piece of Latin, which only a few have rendered really well, and Question 3, the translation into Latin from English. These are always the most crucial tests. Even as regards the last question, where the Latin words are known, more or less, accuracy of cases, number, and gender are rather disregarded; and so is the right order of the words in Latin, and construction, right government of cases, proper moods and tenses."

"Questions 3 and 4 are mostly well done, showing a generally fair acquaintance (there are several exceptions) with the declensions, conjugations, and comparison of adjectives and adverbs required.

"Translations from Sallust are, as a rule, very fair. The best writers have rendered them not only accurately, but into very tolerable English sentences. The faults of a large number of candidates are a too literal rendering of the Latin, a too rigid adherence to the Latin order of the words, a neglect of exactness. The masculine brevity of Sallust's style is little followed.

"Question 2, as to Catiline's character, &c., shows generally ample knowledge, but in the papers, otherwise weak, there is a suspicion of cram, some mediocre papers being saved from very low marks by their fulness in this answer."

Mr. Barnett:—

Hebrew. Certificate examination First year. Men and women.

"These papers were rather better than papers which I had previously revised at Queen's Scholarship Examinations led me to expect. There was, however, the same marked superiority of translation into English over grammar. This translation into English was generally done very fairly, though it was often enough evident that familiarity with the English text supplied a very necessary key. The 'unseen' passage was, on the whole, treated very successfully. There was, on the other hand, very little proof that candidates had been practised in retranslation from English into Hebrew, and knowledge of grammar was in most cases exceedingly exiguous. With a few notable exceptions, it is hard to believe that any but the most superficial attention had been given to this part of the subject."

In the appendix to this report will be found short special reports on the colleges, mainly relating to the staff, premises, and work of the students.

I have the honour to be, &c.

H. E. Oakeley.

To the Right Honourable
The Lords of the Committee of Council on Education.

SPECIAL REPORTS.

(1.) Colleges for Men only.

BANGOR (NORTH WALES DIOCESAN).

(Church of England Training College.)

Visited with H.M. Inspector Mr. Watts in May 1894.

Staff:—

The Rev. J. Fairchild, M.A., principal.
The Rev. F. Lampitt, B.A., vice-principal.
Mr. H. Walker.
Mr. F. G. Arney, B.A.
Mr. T. Gotts.
Mr. H. King.

There were 60 students in residence in this college, which has only recently been removed from Carnarvon and rebuilt on a commanding site in Bangor. Every part seems to have been admirably planned. It is worth while to record as one indication of the cheerful loyalty of the students in actual residence that they had themselves taken part in some of the building and clearing operations necessary on the new site. For one reason or another, the average place of candidates admitted is very low, but 5 men of the second year secured places in the first class of the certificate examination, 16 were in the second class, and none in the third; the first year men secured 8 first-classes, 12 seconds, and 3 were in the third. The second year students were above the average in geography; theoretical mechanics, solids, sound, light, and heat, advanced and elementary physiography; and in mathematics were ahead of all England, which is a very remarkable performance. The first year men were above the average in arithmetic, Euclid, algebra, and Latin. Like most Bangor schools, the schools used for practice are not particularly good, but the plan of associating the head masters of the school with the lecturing on method is an excellent way of combining theory with practical work. I was present at lectures given by Mr. Walker, Mr. Arney, Mr. Gotts, and Mr. King, at a model lesson given by Mr. Lampitt and followed by a very useful discussion. The college could not have made a better start.

Present at conference:—

The Right Rev. the Bishop of Bangor.
The Very Rev. the Dean of Bangor.
Col. the Hon. H. E. Sackville-West.
Capt. Cole.
C. A. Jones, Esq.,
Trevor Hughes, Esq.,
And the Principal.

P.A.B.

BANGOR.

(British and Foreign School Society's Training College.)

Visited with H.M. Chief Inspector Mr. Williams in May 1894.

Staff:—

Mr. John Price, principal.
Mr. John Thomas, B.A., vice-principal.
Mr. E. Hurren Harding, Mus. Bac.
Mr. E. R. Davis, B.A.
Mr. G. W. Roome, master of method.
The Rev. D. Rowlands, lecturer in Welsh and Scripture.

There were 60 students in residence, but buildings are somewhat cramped, and do not comprise common-room or library. Alterations seemed to be necessary in two of the bedrooms to make them satisfactory. The time-table struck me as needing some readjustment to break routine, and there might be more life and variety in the pedagogic work. The notes of the master of method and the head teacher of the practising school, on the teaching work of students, were discriminating and useful. I heard two practical lectures and was present at a criticism lesson. The examination results achieved by students of this college in 1893 were fair in comparison with other colleges, but having regard to the difficulties of language which many Welsh-speaking students must face, should be counted as very creditable. Fourteen of each year were placed in the first division, and no students of the first year fell into the third class. The students are wisely provided with opportunities, not common in colleges for men, of seeing good infant and kindergarten work.

Present at the conference :—

T. Lewis, Esq.,
R. Roberts, Esq.,
Colonel Savage,
H. Williams, Esq.,
The Principal, and
The Rev. D. Rowlands, Secretary.

P.A.B.

BATTERSEA.

(National Society's Training College.)

Visited by Mr. Coward in May, and by Mr. Barnett, with H.M. Inspectors Messrs. Aldis, Graves, and Currey in October.

Staff :—

The Rev. Canon Daniel, M.A., principal.
The Rev. E. Hammonds, M.A., vice-principal.
Mr. W. B. Hards, B.A.
Mr. H. E. Griffiths.
The Rev. J. A. Hannah.
Mr. A. E. Moore, B.A.
Mr. E. G. Wainwright.

There were 107 students at the date of inspection. This college has excellent material, of which, so far as the able staff are concerned, the best use is made. But the accommodation is in almost every respect extremely limited, and the good results secured are a triumph of administration. There is no common-room, only two lecture-rooms and a small class-room, a very cramped dining hall, no bath-rooms, and only an apology for a library. The distinguished principal is now retiring, and such changes in the environment of the college seem to be imminent as will necessitate improvements in the buildings.

Members of committee present at conference :—

The Ven. the Archdeacon of Kingston,
The Right Rev. the Bishop of Southwark,
The Rev. Canon Erskine Clarke,
The Rev. C. G. Brooke,
The Rev. S. A. Alexander,
The Rev. A. Shutte,
The Rev. C. Green,
The Rev. Berdmore Compton,
The Rev. Canon Daniel, Principal, and
The Rev. S. S. Brownrigg, secretary.

P.A.B.

BOROUGH ROAD.

(British and Foreign Training College.)

Visited n October and November 1894 with H.M. Inspectors Willis and Barnett.

There were 128 students in residence.

Staff :—This remains very much as it was last year. Mr. Adams, B.A., of Pembroke College, Oxford, and another master have been added to it. The

former lectures on history, and the latter assists the normal master in the laborious work of supervising the teaching and school management. The staff is the strongest of any college I have yet come across.

The building, the appliances, and general equipment supply in an ample measure the conditions of ensuring success. But a suitable workshop, well fitted, is a serious desideratum, which I trust the committee will soon supply. The students' day-room is quite inadequately and unbecomingly furnished. It should be supplied with furniture that does not suggest the lecture room.

The professional training of the students is carried out with great care and on admirable lines. The lessons we heard reached a high level of conception and practice. The criticism lesson was a vigorous and stimulating exercise, and the model lesson presented an admirable type of thoroughly intelligent teaching. The illustrations were abundant, and, as far as they could be, were the handiwork of the students, and for the most part were good.

The practising schools are distant and present few features as regards equipment, &c. of any merit. To remedy this, a new school of a higher grade is being built, in which the students will have better opportunities afforded them of observation and practice than they have enjoyed before.

The reading and recitation reached a much higher level of refinement, force, and expression than they did last year. I was present at the reading and discussion of an excellent paper by a second year student on the adaptability of Locke's system of education to our modern methods, and was much struck by the high level of thought displayed. The philosophical principles underlying education had been evidently firmly grasped by many of the men, who were evidently much interested in all that was done.

The reports of the third year men sent to France to study in selected training colleges the French systems of education both normal and primary were very interesting and valuable. They were written in quite respectable French, considering the short time the writers had studied the language; and they showed a remarkable power of full and accurate observation over a wide area, with criticisms and remarks full of point and relevancy. The students will return better furnished with professional knowledge, which ought to make them valuable members of the teaching body. The experiment must be pronounced so far successful and encouraging.

The committee I met in London in December.

The members present were:—

E. West, Esq., chairman.
A. Bourne, Esq., general superintendent.
W. B. Adams, Esq.
R. Hamilton, Esq.
J. J. Morrish, Esq.
E. Spicer, Esq.
F. Thompson, Esq.
The Principal.

W.S.C.

CAMBRIDGE DAY TRAINING COLLEGE.

(In connexion with the University of Cambridge.)

Visited in June 1894.

All the students take the University examinations and attend the usual college lectures. In addition to this, Mr. O. Browning (director), Mr. Lyde (master of method), Mr. Sedley Taylor, Mr. Dickinson, Mr. Mullinger, and Mr. Johnson, two of the lecturers for the Teachers' Training Syndicate, and Mr. Yule Oldham, lecturer for the Royal Geographical Society, give instruction and assistance.

There are 21 students, 9 in the first year, 10 in the second, 2 in the third. They have made very creditable progress, as I have mentioned in my report.

H.E.O.

CARMARTHEN.

(National Society's Training College.)

Visited with H.M. Inspector Mr. Monro in June 1894.

Staff:—

The Rev. C. G. Brown, B.A., principal.
Mr. E. G. Baker, B.A., B.Sc., vice-principal.
Mr. H. S. Holmes, B.A., B.Sc.
Mr. J. E. Adamson.
Mr. W. I. Rickard.

Sixty-two students were in residence. Buildings and situation are capital, but common-room accommodation might be better. I was present at lectures given by Mr. Baker, Mr. Adamson, and Mr. Holmes, and at a criticism lesson under the direction of Mr. Rickard and the superintendence of the principal. The average place of candidates admitted to this college is so low, and so many Welsh students have difficulties with English, that the results obtained by the hard-working staff must be regarded as very creditable. According to the statistics of 1893 the second year men got more than average marks in teaching, and the first year men were above the average in school management, arithmetic, elementary magnetism and electricity, and advanced physiography. The practising school, however, is not as good as it should be, and the technical work wants life and variety. The register of progress struck me as too undiscriminating and laudatory.

Present at the conference:—

The Ven. Archdeacon James,
The Rev. Canon Williams,
The Rev. Shadrach Pryce,
E. H. Morris, Esq.,
And the Principal.

P.A.B.

CHELSEA, ST. MARK'S.

(National Society's Training College.)

Visited April (Mr. Oakeley) and October (Mr. Barnett) with H.M. Inspectors Messrs. Willis, Helps, and Campbell.

Staff:—

The Rev. G. W. Gent, M.A., principal.
The Rev. C. J. Smith, M.A., vice-principal.
The Rev. C. S. Dawe, B.A., master of method.
The Rev. E. C. Gill, B.Sc.
Mr. W. Lawson.
Mr. E. A. Saltmarsh, M.A.
Mr. O. Breden.
Mr. T. Gunning.
Mr. W. D. Campbell, B.A.

One hundred and sixteen students were in residence at the date of inspection. The buildings are among the best of their kind and the site is roomy. Certain structural alterations recommended by Mr. Oakeley last year have been successfully carried out. I was present at lectures given by Mr. Saltmarsh and Mr. Campbell, and a criticism lesson under the superintendence of Messrs. Dawe and Smith, and the principal. A very high position is taken by students of St. Mark's on the London University lists, and that without any detriment to their teaching quality or the work prescribed by the Education Department. Out of 52 first year students in 1893, 43 secured places in the first class on the certificate examination; and of 62 in their second year, 32 were similarly successful. The register of progress was discriminating and useful to my colleagues and myself. Some reorganisation of the college is contemplated, and two valuable members of the staff will have left before this report is printed. No doubt the technical work will be henceforth more varied.

Present at conference :—

The Right Rev. the Bishop of London,	Admiral Sir W. Dowell,
The Hon. E. Thesiger,	Sir F. S. Powell, M.P.,
The Rev. G. H. Vincent,	Col. Parr,
The Rev. W. C. Muriel,	J. G. Talbot, Esq., M.P.,
The Rev. E. S. Hilliard,	J. A. Shaw-Stewart, Esq.,
The Rev. J. S. Brownrigg,	D. Irvine, Esq.,
	And the Principal.

P.A.B.

CHELTENHAM.

(Church of England Training College.)

Visited in May. Mr. King and Mr. de Sausmarez were with me during part of the inspection.

Staff :—

Rev. R. Chamney, M.A., principal.
Rev. I. Smith, M.A., vice-principal.
Mr. Baker, M.A., master.
Mr. King, M.A., master.
Mr. Lyon, master.
Mr. Browne, B.Sc., master.

The death of Mr. Chamney, since my visit, was much regretted by many past generations of Cheltenham students, men and women, and also by others who are interested in the college.

The number of men in residence is 90. I found a new and very good recreation room, and I should be glad to see a collection of good novels in it; the college library is very weak in amusing books.

The lectures given were of a suitable character and likely to be useful to the students. I do not consider the practising school by any means satisfactory; it is much too small for the number of students in residence. The last recorded results of the Christmas examination are highly creditable, of 88 students 59 were in Division 1.

Present at the conference :—

Rev. G. P. Griffith.	Major Abbott.
Col. Geddes.	T. Williams, Esq.
Baron de Ferriers.	

H.E.O

CHESTER.

(Diocesan Training College.)

Visited with H.M. Inspectors Mr. Parez and Mr. Kynnersley in May 1894.

Staff :—

The Rev. J. D. Best, M.A., principal.
The Rev. T. W. Cook, M.A., vice-principal.
Mr. A. Potts, B.A.
Mr. J. Woodhouse.
Mr. H. W. Curjel, B.A.
Mr. T. Ardern.
Mr. A. E. Lovell, B.A., master of method.
Mr. A. Wrigley.
Mr. W. Fitton.

We found 105 students in residence, but the buildings are generally cramped and more lecture rooms are urgently needed. The college has no proper common-room, and the books which form the nucleus of a library are not well placed. I was present at lectures given by Mr. Cook, Mr. Potts, Mr. Woodhouse, Mr. Wrigley, and Mr. Fitton; and I heard a criticism lesson

given before Mr. Lovell and the principal. It is generally desirable that all members of a college staff should occasionally participate in these exercises. The principal, assisted very materially by the new vice-principal, has done much to strengthen the health and tone of the college; but the proper results of the labour bestowed by the effective members of the staff cannot be secured with premises, equipment, and organisation as we found them. The position of the candidates admitted is very low, but in some subjects of examination for the certificate in 1893 Chester students gained more than the average marks.

Present at the conference:—

The Right Rev. the Bishop of Chester,	Rev. J. D. Evans,
The Ven. Archdeacon Gore,	J. Watkins, Esq., M.D.,
The Rev. Canon Feilden,	H. Crew, Esq.,
Rev. Canon Penrhyn,	J. Bucklon, Esq.,
Rev. Canon Nunn,	And the Rev. A. P. Holmes, Hon. Sec.

P.A.B.

CULHAM.

Visited in November with H.M. Chief Inspector Mr. Du Port.

There were 87 students in residence, 45 being in the first year and 42 in the second.

Staff:—There were seven members on the staff. Four of them, including the principal, were graduates, and two certificated teachers, one of whom was only partially employed. There was also an art master.

The college buildings are of some architectural merit, are dignified in their exterior aspect, and both within and without worthy of the purposes they serve. To live for two years in such a building must exercise a powerful effect on the students by refining their taste and expanding their minds. The dormitory floor is laid throughout with concrete. As there is no heating apparatus, this must be extremely cold, and in wintry weather the risk of chill in the case of the weaker students must be considerable. It should be boarded or covered with matting. There is no adequate bath-room accommodation, footpans being the only means the students have of washing. This is, I consider, a serious deficiency which should be remedied.

The practical instruction of the students is carried on under difficult conditions. The college practising school is far too small to supply the needs of the institution in this respect, while the school at Abingdon is inconveniently distant, and though apparently well taught, it does not afford the best type of organisation. This difficulty might be partially met by arranging to send batches of students into Oxford to visit different classes of schools there, for the purpose of observing their various methods of organisation, discipline, and instruction, as well as of practising in them where possible. Considering the drawbacks just mentioned, I considered the teaching generally vigorous and very fairly successful. It would probably reach a still higher level if the office of normal master, which, nominally in hands of the principal, but in fact divided between two of the lecturers, were to be vested in one man, who should be held responsible for the professional training of the students. This would give that unity of aim and uniformity of method to it which are necessary to ensure its full success. The criticism lesson which I heard was not as stimulating as it might have been, and model lessons seemed to have dropped out of use. The reading, especially in the first year, needed more careful training. The *esprit de corps* of the students was evidently good, and their dress, manners, and general bearing were very satisfactory, and spoke well for the good influences they were under. There seemed to be a good supply of apparatus and a fair library, though, as far as I could gather, the educational element was not as prominent in it as I could have wished. The dietary seemed liberal and good, and the meals appeared to be served in a suitable manner in the handsome dining hall.

The following members of the committee were present to meet me in December in Oxford :—

The Archdeacon of Oxford (in the chair).	Rev. I. J. Puckle.
Rev. Percy Bond.	Rev. F. C. Clutterbuck.
Rev. T. Brown.	Rev. A. Fearon.
Rev. H. Lewis.	Rev. P. C. Beven.
	Canon Marshall, Hon. Sec.

W.S.C.

DURHAM.

(Diocesan Training College.)

Visited with H.M. Inspector Mr. Northrop in November 1894.

Staff :—I found the same staff employed as last year, except Mr. Urwin, who had become one of H.M. Inspector's assistants, and had been replaced by Mr. Elliott. Of these four were graduates, and all were wholly employed. There were two partially employed.

Seventy-one students were in residence. The plans for the enlargement of the college had not been put into execution, but the committee gave me to understand that they would be in the spring of 1895. It is to be hoped that the interior of the building will be painted and cleaned, that the dormitories will be better furnished, and that the class-rooms and dining-room will be decorated and hung with a few pictures. A room for the teaching of science and for laboratory purposes is much needed, and a museum of educational and other apparatus would be most useful, as well as a collection of books treating of education in its different aspects. The students seemed to be well conducted ; but their manners and appearance did not appear to be as refined as they should be, and their reading, as a rule, was too rough and unfinished, even after making due allowance for the class of students. The average mark of the college is below the average of the county in this subject.

In the class lists of both years there were too few in the first class and too many in the third. In teaching the results were better. I heard several good lessons, but the majority were hardly as light in touch and dexterous in resource and treatment as they might without difficulty have become. There is hardly sufficient scope in one practising school for the students to develop their full powers. They should have more opportunity offered them of widening their experience by visiting and observing the methods and organisation of other schools chosen for their special excellence. The criticism lesson was very fairly satisfactory, but the model lesson did not seem to have received much attention. It is an important part of the training of a normal student and should be very carefully treated. The lectures I heard were given with knowledge but lacked incisiveness.

The committee present were :—

The Archdeacon of Durham.	Canon Lloyd.
The Archdeacon of Northumberland.	Canon Tristram.
Canon Norman.	Canon Dwarris.
	Mr. Rowlandson.

W.S.C.

EXETER.

(Diocesan Training College.)

Visited in April with Mr. Brodie.

Staff :—

Rev. Dr. Dangar, principal ;
Rev. J. Phillips, B.A., vice-principal and master of method ;
Mr. Weeks, tutor ;
Rev. A. Baber, B.A., tutor ;
and others partially employed.

The number of students was 63. The lectures and the criticism lesson were very satisfactory. As in former years, the students have derived much benefit from their visits to schools in Exeter, on which they make good reports. The Queen's scholars who enter this college are low on the list, and receive much individual assistance from the staff. Five seniors and six juniors were placed in the first division at Christmas 1893. They have improved in mathematics, which was a weak point in the previous year.

Present at the conference:—

Admiral White, C.B., chairman.	Mr. Ropall.
Mr. Hamilton.	Mr. Collins, Hon. Treasurer.
Rev. H. McGrath.	Rev. S. Childs-Clarke, Hon. Sec.

H.E.O.

HAMMERSMITH.

(Roman Catholic Training College.)

Visited in October with H.M. Inspector Mr. Barnett.

There were 49 students in residence, of whom 31 were in the second year and 18 in the first year. Permission has been sought and obtained from the Department to retain for a third year's course of training a very promising student, who is to receive part of his scientific instruction in King's College, London. The men seemed to be healthy, orderly, and contented, but in their personal appearance they might have been neater. Most of them, however, come from rather poor homes, and can ill afford more than bare necessaries.

Staff:—The staff remains unaltered, and the work is distributed among them as it was last year.

The premises have been improved by painting and cleaning. The second year lecture-room has been further decorated by mural paintings; the chapel has undergone a course of cleaning and ornamentation which has greatly improved its appearance; and a small recreation-room has been provided for the men, though its dimensions are too small and its situation too dark to render as comfortable as it should be. The dormitory is much brighter and cleaner, and each cubicle is now provided with suitable furniture, while oil-cloth has been laid in the passage down the room.

It is proposed to further improve the accommodation by erecting a hall and a work-room, and, if possible, to make such alterations in the interior of the building, as will enable the committee to provide a recreation-room of larger size and another dining hall. The necessary funds will be raised by the sale of a portion of the land at the back of the buildings, which can easily be spared.

The reading and recitation were of excellent quality, and the teaching was good. The criticism lesson was conducted on proper lines, and the model lesson was satisfactory, but it would have been more profitable had it formed the subject of discussion between the normal master and the students. The practising schools are, as regards their equipment and general structural arrangement, not up to that level of typical efficiency which such a school should present to the observation of students. The committee were informed of this and expressed their readiness to do what they could to improve them. But under any circumstances they are too small, and to enable the students to gain a wider experience and insight, the managers should make arrangements with neighbouring board and other schools to admit them for the purposes of observation and practice.

A pædagogic library is greatly needed.

The drill I saw was done in excellent style under Mr. Chesterton's direction.

The members of the committee present to receive the report of H.M. Inspector were:—

The Duke of Norfolk.	Col. Prendergast.
Very Rev. Canon Gilbert.	W. M. Hunnybun, Esq., Secretary Cath. Sch. Committee.
Rt. Rev. Monsignor Cahill.	

W.S.C.

LEEDS YORKSHIRE COLLEGE.

(Day Training College.)

Visited with Mr. Legard, H.M. Inspector, on 5th and 6th March.

The students are housed in the Yorkshire college, which affords good and suitable accommodation.

The staff is that of the college, the normal master, Mr. Welton, who is responsible for the professional training of the students, being the only exception, as far as I know.

He possesses the double advantage of having been an elementary teacher and of having an university training as well. He took high honours in moral science at Cambridge, and is, therefore, well qualified for his office.

There seems to be nothing of particular note to report this year. The conduct of the students had been satisfactory as far as I could hear. They are regular and attentive, and the lessons they gave before my colleague and myself showed careful and intelligent training in the theory and practice of teaching. The reading and recitation might be greatly improved in the direction of taste and fulness of expression. The model lesson was well given, and Mr. Welton used it with its proper aim, to set before young teachers a constructive type of what a good lesson should be. The criticism lesson was given in one of the practising schools. It was a very thorough performance, everybody took part in it, some by reading out notes on the lessons, some by answering questions, and all by listening to the normal master's admirable summing up of the merits and faults of the lesson, of the criticisms of it, and, lastly, by pointing out how it might have been made still more effective and fruitful. The men seemed to be interested in the whole performance. Three large board schools are used for practising, their teachers helping to supervise and direct the students when at work. The normal students do not seem here to be as fully absorbed into the life of the college as those in Liverpool. Why, I am unable to say.

A hostel would be of great use. It would bring them together and place them more fully under the immediate eye of the principal and of each other.

I did not gather whether the plan of sending students into other than the practising schools for purposes of observation was adopted. It is important that they should have opportunities of becoming acquainted with different kinds of schools, in order to widen their views of school organisation and management.

The college library, to which the students have access, affords a large choice of suitable books—besides those bearing upon pædagogy.

There was a good gathering of the governing body, among whom were the Principal, Mr. N. Bodington; the Rev. Dr. Talbot, Vicar of Leeds; Mr. Cockburn, Chairman of the Leeds School Board, and several other gentlemen.

W.S.C.

LIVERPOOL UNIVERSITY COLLEGE.

(Day Training College.)

Visited on 1st and 2nd March with Mr. Harrison, H.M. Inspector.

Staff:—The members of the teaching body of the University college instruct the students in all subjects not purely professional. The Rev. W. H. Woodward takes the latter subjects, and is master of school method, besides occupying the post of lecturer on education in the college. He is assisted by Mr. Mitchell, an Oxford graduate.

The health of the students seemed to be good. The medical officer reported very favourably upon it. There had been one serious and prolonged case of illness, and two others of minor consequence. But in no case was the illness attributable to any other than accidental causes. The students in manner, dress, language, and general appearance reached a very creditable level, and it was clear that they were entering into the spirit and fashion of college life, and were gaining from it breadth of view, deeper insight into the principles

and practice of education, with fuller powers of expressing themselves and reproducing their knowledge.

Their success in both the University and Government examinations was very encouraging. Of the seven men in the first year who were examined in 1893 in the preliminary course, six passed, three being placed in the first and four in the second class. In the second year all but one student (who failed twice and then gave up and went in for a simple certificate) passed the intermediate examination and were proceeding to the final B.A. The arrangements made for the practical training of the students were as satisfactory as they could be under the circumstances. Criticism lessons were given in which the warden and his colleague took part. I heard one such lesson which seemed to indicate a careful observance of the principles and practice of sound teaching, and the students took their proper share in criticising, and displayed a satisfactory amount of skill in doing so.

Three large and well-conducted board schools and one voluntary school of high merit afforded them good facilities for practice, and their teachers were associated with the master of method in the supervision of the students when at work in them. To widen their view, visits of observation were paid by the classical students to the Liverpool Institute, a higher school, and classes in it were taken by some of the third year students in mathematics, English, and history, the masters of the forms criticising their work and reporting to the master of method upon it.

Similar visits were paid to the science schools of the Liverpool Board by the men reading for B.S. degree.

The systems of day and evening schools were reviewed, and the difference between the American and English methods were made the subject of notice.

Notes of lessons were regularly prepared and criticised. In fine, to quote the concluding passage in the report of the master of method: "The object "has been to widen the area of interest on part of the students in educa- "tional aims, systems, and methods, specially by enlisting the help and "guidance of masters in schools of different types."

Model lessons were given by the teachers of the schools attended by the students, but, if I judged rightly from the specimen I saw, not so much is gained from the exercise as might be. The students should be questioned at the close of the lesson on the rationale of the different steps taken. The general and professional training which the men who proceed to their degree are obtaining, will enable them to compete for posts in the secondary schools of the country with success, and thus will be provided, in small numbers at present, no doubt, the very class of teacher the country has long been desiderating. On the whole, it seems to me that we shall attain all that we want in such teachers as are now being produced by this and a few colleges, residential as well as day. The majority of the students reside in a small but well-appointed hostel under the eye of the sub-warden. This is an excellent plan. It imports into the day college system one of the chief advantages of the residential system. The sympathy and the friction of numbers are in youth most beneficial. The individual is made to see himself and at the same time to forget himself. He is smoothed and polished even against his will, and the action of a healthy vigorous public spirit unconsciously seizes upon the individual and moulds him to a higher type. Would that all these institutions were similarly blessed.

The committee of the college is most interested in its progress, and most zealous to advance its well doing and being. A large number of the gentlemen constituting it were present to meet my colleagues and myself. Among them were:—

Mr. Principal Rendall,	Professor Mckay,
Professor Carey,	Mr. Woodward,
Professor MacCunn,	Mr. Bushell,

and several other gentlemen who are deeply interested in the institution.

W.S.C.

LONDON, KING'S COLLEGE.

(Day Training College.)

Visited with H.M. Inspector Mr. Balmer in April 1894.

We found 51 students in training, of whom 3 were in the third, 29 in the second, and 19 in the first year. All the technical and some of the general work is in the hands of Mr. J. W. Adamson, M.A.; for other subjects the students attend lectures in the ordinary way. The average position of candidates on admission is very low indeed, and therefore, having regard to the heavy demands made on men so inadequately prepared, they cannot be said to do badly. On the other hand, the master of method is unable single-handed to perform profitably all the functions imposed upon him; and it must be said that the students do not seem to secure all the advantages which it is supposed they might from association with the larger work and comprehensive institution with which they are associated, though one student specially distinguished himself by securing a valuable prize for English language and literature open to all the college.

In some of the technical work there is a variety and enterprise not often to be noted.

Present at conference:—

The Rev. Principal Wace,
Professor Warr,
Professor Laughton,
G. W. Bell, Esq.,
C. Austen Leigh, Esq.,
C. P. Serocold, Esq., and
J. W. Cunningham, Esq., Sec.

P.A.B.

LONDON UNIVERSITY COLLEGE.

(Day Training College.)

Visited with Mr. Barnett in March.

The 28 students attend such of the professors' classes as are suitable for them. The master of method is Dr. Mitchell. They practise at a board school about a mile from the college, and the head master reports on their attendance and efficiency. It is doubtful whether students, whose average place on the admission list was 1,809, can greatly profit by the University classes without much individual assistance.

H.E.O.

OXFORD UNIVERSITY.

(Day Training College.)

Visited in June.

The direction of the day training college is in the hands of the Rector of Exeter; the technical and special work is done by Mr. J. W. Horne, head master of St. Barnabas school. There were eight first year men and one second year man in residence at the date of inspection. The statute under which the University addresses itself to the special work of training provides that no University money shall be spent on it, and it is found that want of money on the part of intending students is a special difficulty in the way of procuring a good supply of candidates. For the work of a University the endowment has not been very generously undertaken, and the results apparent up to the date of my visit were not very striking, though very great personal interest is shown and much trouble taken by those who have undertaken the direction of students.

P.A.B.

PETERBOROUGH.

(Diocesan Training College for Ely, Lincoln, and Peterborough.)

Inspected with Mr. Oliver in November. Visited by Mr. Coward on October 10 and by Mr. Barnett June 14 and 15.

Staff:—

The Rev. T. Ward, M.A., principal.
Mr. A. T. Powell, B.A., vice-principal.
Mr. W. Fickling, B.A.
Mr. C. H. Cowdell.
Mr. W. Seabrook, master of method.

We found 50 students in residence. Hardly enough has been done to cope with the difficulties noted in Mr. Oakeley's report last year, and the effective members of the staff have a much harder task than it is fair to impose. To work a necessarily complicated syllabus more than two lecture rooms are needed, and it is not possible to fit up a dining hall to much purpose as a lecture room for experimental science. The college has no common-room or library for students, and the premises need some renovation. It is satisfactory to record that improvements are contemplated, but not before they are very seriously needed. The average position of students on entrance is very low, but a very fair proportion of them find their way into the first class of the certificate examination lists.

Members of committee present at conference:—

The Rev. Canon Ball.
Dr. Paley.
Dr. Phillips.

P.A.B.

SALTLEY.

(Worcester, Lichfield, and Hereford Diocesan Training College.)

Visited by H.M. Chief Inspector Mr. Du Port, with Mr. Airy in June, and inspected by Mr. Barnett in June and September.

Staff:—

The Rev. F. W. Burbidge, M.A., principal.
Mr. J. Landon, vice-principal.
Mr. S. W. Coombs.
Mr. H. I. Hobbiss,
Mr. J. C. Walton, B.A.
Mr. W. Miles.
Mr. W. J. Douglas, B.A.

There were 99 students present at inspection, one having unfortunately been lost by death in the summer vacation. Buildings are fairly good, but the lack of a common-room and proper library provision is a serious drawback. Very solid and useful work is being done, and examination results are what should be expected. This college is exceptionally strong in having three resident married officers, an arrangement thoroughly justified by the tone and discipline of the place.

Present at the conference:—

Lord Norton,
The Rev. Canon Gregory Smith,
Rev. Canon Wilkinson,
Rev. Canon Dickins,
Rev. Canon Douglas,
Rev. Canon Mortimer,
Rev. W. Prosser.
Major Chattock,
C. Wriothesley Digby, Esq.,
J. Smallwood, Esq.,
And the Principal.

P.A.B.

WESTMINSTER.

(Wesleyan Training College.)

Visited in April and in November with Mr. FitzMaurice, Mr. Rankine, and Mr. Newton.

Staff :—

The Rev. Dr. Rigg, principal;
Mr. Reatchlous, vice-principal;
Mr. Cowham, master of method;
Mr. Barriball, tutor;
Mr. Kay, tutor;
Mr. Bavin, tutor;
Mr. Prince, tutor;

and others partially employed.

The number of students was 123. The number of candidates for the Queen's Scholarship is diminishing, though there is an increased demand for teachers. The average position on the admission list of the set last admitted was 398. The second year day-room has been supplied with some pictures from the excellent Art for Schools Association. The lessons on history have been illustrated by illustrations from Green's Short History on lantern slides. I have before reported that the premises are cramped in the basement, but it is difficult to see what can be done. The library is improving. Two young lecturers taught in a satisfactory manner, and have since received their parchment certificates. A good register of the progress of each student in the practising school is kept. The criticism exercise was well performed, but some of the criticisms were too laudatory. A regular course of instruction in woodwork is given in a workshop at the college. This, no doubt, is one cause of the excellence of the illustrations for the lessons. I have often praised them, and this year they were quite admirable. The arrangements for practice in the schools continue to be very good. The results of the Christmas examination were most creditable, for 87 out of 121 students were in the first division, and only one was in the third.

The following members of the committee were present at the annual conference:—

Rev. Dr. Rigg.
Rev. Dr. Waller.
Rev. R. Culley.
Rev. J. Goodman.
Rev. J. Nettleton.
Rev. T. Pickering.
Rev. W. Wood.
Rev. J. Wright.

H.E.O.

WINCHESTER.

(Diocesan Training College.)

Visited with H.M. Inspector Mr. Barnett in October.

We found 58 students in residence, and were gratified by their general neatness in dress and person, their alertness in manner, and the evident good relations that seemed to exist between them and the college staff.

Staff :—This consisted of six members, including the principal, four of whom were graduates. Mr. Padwick, an old student, was master of method and of the practising school. There was besides a sergeant instructor.

The building is beautifully situated, and affords in its surroundings and internal arrangement and equipment many facilities for the efficient training of teachers. The students are very comfortably lodged, and their cubicles show, as a rule, some taste and refinement. There is a good laboratory, and the supply of apparatus seemed to be suitable and ample. Appropriate books are provided, and it is evident that no expense is spared to make the college worthy of the public confidence. There is a workshop attached to the practising schools in which the students are afforded the means of learning Sloyd. The greatest care is taken with their practical training. The master of method is an enthusiast, and spares no pains to make this branch of the work as

effective as possible. He exercises a strong influence for good over the men, whose performances in teaching classes before us were, as a rule, very creditable.

The model lesson is regularly and appropriately employed as an important factor in the work of training. The teaching register contained a useful and judicious record of the progress and capacity of the students. It is doubtful whether the practising school, which is not a large one, affords a wide enough scope for practice and observation, and whether it might not be advantageous to attain a more extended area by utilising other schools in the neighbourhood. But the practice of encouraging the men to visit and report at length and in detail on schools during the summer vacation to some extent serves that purpose. The reports made under these circumstances, which I examined, were very thoroughly done.

The students form one of the companies of one of the volunteer regiments of the county.

The members of the committee present were:—

The Right Rev. Bishop Sumner in the chair.	Rev. J. H. Thresher (secretary).
Archdeacon Haigh.	Rev. R. B. Miller.
Canon Warburton.	A. K. Cook, Esq.
	The Principal.

W.S.C.

YORK.

(York and Ripon Diocesan Training College.)

Visited in June with H.M. Chief Inspector Mr. Turnbull and H.M. Inspector Mr. Colson.

We found 63 students in residence.

Staff:—The staff remains unchanged.

The discipline of the college is good, and the relations between the men and the staff are evidently of a cordial nature. The principal allows them a reasonable amount of liberty with good effect.

The instruction, judging from the class lists and from what I saw, is satisfactory. The lessons heard reached a fair level of efficiency. But the report of the normal master and the criticism lesson and model lesson induced me to think that the strictly professional training of the students might be still further strengthened. Their practice is limited to the schools attached to the college, which, although they are well conducted, cannot be regarded as presenting in all respects the best examples of what a school should be. Nor indeed can one school afford a sufficiently wide range of observation. It would be found useful to afford to the students opportunities of visiting different classes of schools in York and the neighbourhood. The teaching register afforded me no trustworthy basis of comparison, the entries in it being monotonously eulogistic of everybody. The entries displayed little discrimination.

There is still no day-room, but the committee assured me of their willingness to add this necessary extension, with a room for science teaching, which is also greatly needed. One of the class-rooms is much too small and should be enlarged.

The interior of the building should be kept cleaner, especially the passages and lecture rooms, and should be made brighter by decoration and pictures. The bath-room accommodation seemed to be inadequate.

There were present at the conference:—

The Bishop of Beverley.	Rev. M. Morris.
Archdeacon Yeoman.	Rev. C. Trotter.
Canon Randolph.	Rev. E. H. Sankey.
Canon Grey.	Mr. F. Manby, Hon. Sec. of the Committee.
Rev. M. Scarborough.	
Canon Argles.	

W.S.C.

(2.) Colleges for Women only.

BIRMINGHAM.

(Day Training College.)

Visited with H.M. Inspectors Mr. Airy and Mr. Barnett on 19th, 20th, 21st March.

Staff:—The staff consists of five members of the staff of Mason College, who lecture to the students on mathematics, geography physical and political, English language, literature, and history, composition, and French; and of five ladies who are charged with the professional education of the students.

The rooms in which the college is lodged form part of the Midland Institute, which is closely contiguous to Mason College. They are dingy, ill-lighted for the most part, and not comfortably or suitably furnished. And they are approached by two flights of steep steps. The recreation is specially deficient. It is under consideration to bring the college into fuller connexion with Mason College; and when that desirable end shall have been achieved it is much to be hoped that the council of that institution will take energetic steps to provide the normal department with better accommodation. The formation of a hostel seems to be desirable; but Miss Joyce informs me that the difficulty lies on the widely fluctuating number of students for whom they would have to provide.

My colleagues and myself agreed in thinking the reading below a proper level, and suggested some methods of improving it, which I am sure will receive due attention. The teaching as a whole was satisfactory. The students' exercises showed that they had been carefully trained in the science as well as in the practice of their profession. I am not certain as to how far they are made to prepare their own illustrations, but this important matter cannot be well carried out in the absence of a suitable work-room or laboratory.

The schools in which they practise are selected for their efficiency, and their teachers aid in their training. It would be most useful if they had the advantage of witnessing good model lessons given by some of the most skilful teachers in the schools they attend. A course of a dozen lectures on practical cookery were given during the year to the senior students.

There were present at the committee meeting:—

Rev. E. M. McCarthy, Chairman of the Board;	Rev. Dr. Gardiner,
Dr. Heath, Principal of Mason College;	Miss Joyce,
	And several others.

W.S.C.

BISHOP'S STORTFORD.

(St. Alban's Diocesan Training College.)

Visited May and October 1894.

Staff:—

The Rev. W. J. Frere, M.A., principal.
Miss F. Rodwell, lady superintendent.
Miss K. Strange.
Miss E. Crook.
Miss B. Holman.
Miss H. S. M. Petterson.
Miss G. Ison.
Miss E. Silversides.
Miss C. Nice.

There were 62 students in residence. The college is agreeably situated and well appointed. The students' pleasant common-room is a little less useful for being upstairs. A new model kitchen has been formed out of part of the outbuildings, the room thus set free being used now as a class-room. A reredos has been added to the college chapel. The staff has been augmented by the addition of a governess trained at the Cambridge Training College for Women. The average standing of students admitted to this college is not very high; and the good work done and the results achieved are, therefore, the more creditable. Some necessary modifications of the time-table will probably be made before this report is printed, it seemed to me to make too heavy demands on staff and students alike. The genuineness of the technical work and the home-like air of this college are very striking.

Present at conference:—

G. Alan Lowndes, Esq.,
Rev. Canon Procter,
Rev. W. J. Packe,
Rev. A. E. Northey,
Rev. F. H. Fisher,
Rev. H. F. Rackham,
Rev. H. M. Oswald,
And the Principal.

P.A.B.

BRIGHTON.

(Chichester Diocesan Training College.)

Visited in June. Mr. Danby accompanied me for one day.

Staff:—

Rev. G. Corfield, M.A., principal;
Miss Pittard, governess;
Miss Mockford, governess;
Miss Godsiffe, governess;
Miss Newnham, governess;
Mrs. Evans, matron;

and two others partially employed.

The number of students is 65. The buildings are in good repair, and there is a very good recreation-room. The lectures given by the governesses were clear and interesting, and the criticism exercise was most useful and complete. This college has improved very much in late years, with the natural result that it is highly popular. Thus in 1893 there were 109 candidates for 30 vacancies. At the certificate examination in 1893, 24 of the 30 seniors were placed in Division I., which is an excellent result.

Present at the conference:—

Rev. J. J. Hannah (Chairman),
Miss Verrall,
Rev. Prebendary Deane,
Rev. A. A. Farnell,
Rev. R. Cox Hales,
Rev. J. H. Masters,
Rev. C. W. Napier,
J. Gwatkin, Esq.,
R. Hesketh Jones, Esq.,
H. C. Lane, Esq.,
And the Principal.

H.E.O.

BRISTOL.

(Bristol, Gloucester, and Oxford Diocesan Training College.)

Visited in April with Mr. Elliott.

Staff:—

Rev. H. Procter, M.A., principal.
Rev. H. Scott, B.A., vice-principal.
Miss Gauld, governess.
Miss Millard, governess.
Miss Kay, governess.
Miss Keenliside, governess.
Mrs. Sneyd-Kynnersley, lady superintendent.

The number of students is 76.

The average place on the list of candidates who passed last January was 1,242. The college is finely situated with a pretty garden. A very good recreation-room and better rooms for the governesses have recently been provided. Some good prints and photographs would much relieve the bare appearance of the walls in most of the rooms. I mentioned to the committee that there did not seem to be adequate provision for escape in case of fire, and suggested that the superintendent of the Bristol Fire Brigade should be consulted. I was very favourably impressed by the lectures given by the governesses, all of whom, with one exception, have been recently appointed. The criticism exercise also was well carried out. Swedish drill is very efficiently taught by Fräulein Dahl. The results of the Christmas examination were very poor, for only two of 75 were in the first division. As has been stated, the attainments of the students were weak at entrance, but with the strong and good staff which the college now possesses it may fairly be hoped a great improvement will take place in future.

Present at the conference:—

The Archdeacon of Bristol.	R. L. G. Vassall, Esq.
Rev. Canon Awdry.	B. St. John Ackers, Esq.
Rev. Dr. Le Marchant.	Granville Lloyd Baker, Esq.
Rev. R. P. Davies.	H. T. Coles, Esq.
Rev. H. B. Heberden.	W. Belfield, Esq.
Rev. W. S. Mackean.	R. Eager, Esq., M.D.
Rev. W. M. Collett.	C. W. Savage, Esq.

H.E.O.

CHELTENHAM.

(Church of England Training College.)

Visited in May.

Staff:—

Rev. R. Chamney, principal;
Miss Bird, lady superintendent;
Miss Reynolds, governess;
Miss Tarbuck, governess;
Miss Lewis, governess;
others partially employed.

I have mentioned (in reporting on the college for men) how much the death of Mr. Chamney, since my visit, was felt by the students and the committee.

The building is good, and the new recreation-room is a great addition. Three good lectures were heard, and I was also pleased with the criticism lesson. The practising schools are not under the control of the college committee, but its chairman is the chief manager of the school. Of the 60 students examined at Christmas 1893, 17 were in Division I., which is not so good a result as usual.

Present at the conference:—

Rev. G. P. Griffiths.	Col. Abbott.
Col. Geddes.	T. Wilkinson, Esq.
Baron de Ferriers.	

H.E.O.

CHICHESTER.

(Bishop Otter's Memorial College.)

Reopened in 1875 as "a training college for the purpose of training females "as elementary schoolmistresses in the principles of the Church of England."

Visited in June.

Staff :—

Miss Trevor, principal.
Miss Davy, vice-principal.
Miss Haselwood, B.Sc., governess.
Miss Robinson, governess.
Miss Burnaby, governess.

The number of students is 28. It is rather discouraging, with reference to the purpose for which the college was opened, to read in the last report that very few persons apply for the Otter scholarships, open to the daughters of clergymen. One would have thought that "there must be many clergymen " throughout England whose daughters would be glad of being thus helped " to obtain a good training, by which they can earn a living, and be occupied " in a most useful and important manner." (College report.) The college is delightfully situated in picturesque grounds. The practising school is too small to admit of much variety of practice.

One of the governesses was ill; the others lectured before me efficiently. The criticism lesson somewhat failed in effect through the timidity of the students who criticised. I was, however, most favourably impressed by their bearing, manners, and good conduct, and their recitation was given with much taste. Five of 19 of the seniors were placed in the first division, which is a satisfactory result, considering their attainments at admission.

Present at the conference :—

The Bishop of Chichester,
Mrs. Randell,
Mrs. Webb,
The Archdeacon of Chichester,
Canon Whitelegge,
Canon Teuton,
Prebendary Masters,
Rev. H. M. Davey,
G. Woodbridge, Esq.,
The Principal,
And the Chaplain.

H.E.O.

DARLINGTON.

(British and Foreign School Society's Training College.)

Visited with H.M. Inspectors Mr. Rooper and Mr. Swettenham in November 1894.

Staff :—

Mr. W. A. Spafford, M.A., principal and master of method.
Mrs. W. A. Spafford, lady superintendent.
Miss I. R. B. Gillie.
Miss L. M. Reynolds, B.A.
Miss A. A. Broadhurst.
Miss E. R. T. Whyte.
Miss A. Green.
Miss C. S. Bateman.

Seventy-five students were in residence. The buildings are admirably situated, planned, and equipped, the institution being much indebted to the wise liberality of local supporters. I heard lectures by Miss Gillie, Miss Reynolds, Miss Broadhurst, Miss Green, and a model lesson by Miss Bateman; and was present also at a criticism lesson, which was attended by the principal and lady superintendent. A well-arranged beginning has been made with an educational museum, and the library is judiciously augmented from time to time. The schools on the college grounds are in all respects excellent and useful; those which are used for practice in the town are not all equally good. There is much intellectual and social vigour in the college, and in several subjects the results secured at the certificate examination held in 1893 were above the average. The recitation of both years heard during my inspection was quite excellent.

Present at conference :—

A. Pease, Esq.,	Mrs. E. Lloyd Pease,
S. Hare, Esq.,	Mrs. Plews,
G. Newby Watson, Esq.,	Mrs. G. Newby Watson,
E. Hutchinson, Esq.,	Mrs. G. D. Wilson,
Lady Fry,	The Principal,
Mrs. H. Pease,	And the Lady Superintendent.

P.A.B.

DERBY TRAINING COLLEGE.

Visited in October with H.M. Chief Inspector Mr. Parez and H.M. Inspector Mr. Barnett.

There were 44 students in residence.

Staff :—

Besides the principal there were four governesses and two occasional teachers of music and drawing. The principal teaches divinity, arithmetic, mental science, logic, agriculture, and physiography.

Miss Kewley, who acts as lady superintendent, takes Scripture and French.

Miss Sykes is responsible for school management, literature, and composition, history, and reading (in part).

Miss Glover and Miss Davies share the remainder of the work between them.

An addition will be made to the premises by which two recreation-rooms will be gained, with more dormitory accommodation, and a cookery-room. It is intended, I gathered, to request permission of the Department to add to the number of the students by the admission of a few more residents and non-residents. Any such increase should carry with it an increase of staff. A lady of university standing, or possessing some special qualifications, to undertake science and languages should be engaged. The principal is conducting the college on broad lines, and is introducing greater breadth and elasticity into its discipline and instruction. Unnecessary restrictions are being removed, and very wisely, since they savour of repression, and irritate rather than do good. But to enable him to effect his purpose fully, it is necessary that he should have in his hands the whole control of the discipline and instruction, which it would seem has not been the case hitherto. I thought it right to bring the matter under the notice of the committee, and was assured that it would be dealt with so as to produce the desired effect. The time given to recreation and private study seemed to be quite inadequate, as that devoted to industrial work appeared to be excessive.

My colleague, Mr. Barnett, and myself agreed in thinking the reading rather poor. The criticism lesson was very fair. But model lessons do not take their proper place apparently in the professional training of the students. The dietary shows that the students are well fed. It might be improved by a greater variety of green vegetables; and meat for breakfast occasionally, or for supper, would be a welcome addition to it, as well as a beneficial one, considering the heavy mental labour the students undergo.

The practising school is not large enough to afford a sufficiently wide area for gaining experience. It would greatly help the professional training of the students if arrangements were made with the school board and the managers of some of the best voluntary schools to enable them to enjoy the advantage of practising in them, and of observing different methods of organisation, discipline, and instruction. I was glad to learn that a special course of instruction in the kindergarten methods had been given during the year.

There were present to meet myself and my colleague, Mr. Parez :—

The Bishop of Lichfield (in the chair).	Mr. Noel.
The Bishop of Derby.	Canon Sing.
Canon Jackson.	The Principal.

W.S.C.

DURHAM.

(Diocesan Training College.)

Visited in October with Mr. Swettenham.

The number of students in residence is 65; the average place on the admission list for those last admitted was 1,468.

Staff:—

Rev. J. Haworth, M.A., principal;
Miss Skinner, governess;
Miss Thomas, governess;
Miss Fish, governess;
Miss Buck, governess;
Miss de la Chaumette, lady superintendent;

two others partially employed.

The dining-room is too far from the kitchen. It would be possible to remove the laundry, which is badly situated, and to make the present laundry the dining-room, close to the kitchen. The committee intend to build a college chapel, and to make some other improvements. The gas is extremely bad, and must be trying to the students' eyesight. There are only two bath-rooms. The lecture and criticism lesson heard were satisfactory. The instruction of pupil-teachers at church schools in this diocese seems weak, for the highest student who entered this college in 1893 was 785 on the list. I think some effort should be made to deal with this, which might be done in several ways. Eight of 31 in the second year and two of 31 in the first year were placed in the first division at Christmas 1893.

The members of committee present at the conference were:—

Rowland Burdon, Esq., chairman;
Venerable Archdeacon Hamilton, treasurer;
Rev. Canon Tristram, secretary;
Rev. Angus Bethune,
Rev. H. E. Fox,
P. S. Wilkinson, Esq.,
Col. Eden,
The Architect and the Principal also attended.

H.E.O.

EDGEHILL TRAINING COLLEGE.

Visited in May and December 1894 with H.M. Chief Inspector Mr. Cornish and H.M. Inspectors Messrs. Harrison and Phelps. In May I was quite unable to take any part in the inspection, which I completed in December when I met the committee.

There were 110 students, of whom 102 were resident and eight non-resident.

Staff:—There are, besides the principal, six governesses, two of whom are graduates of London, and another was senior optime in the mathematical tripos, Cambridge, and a scholar of Newnham. Besides these Mrs. Evans teaches cookery, and M. Victor Oger, French. In addition some of the students attend lectures at University College on the philosophy of education, on botany, and on English literature, &c. The teaching staff may, therefore, fairly be described as a strong one in all respects.

The premises are on the whole satisfactory, *i.e.*, as satisfactory as buildings intended originally for domestic purposes can be made by alteration, additions, and adaptation. They are in excellent order, and are in point of neatness, healthiness, equipment, and decoration fully in harmony with the educational work carried on in them.

The two houses which are used as a hostel are suitable for the purpose they serve, that of furnishing additional bedrooms. Their kitchens are connected and used for giving cookery instruction to the students. But this arrangement cannot be regarded as a permanent one, as the accommodation is bad.

A new and properly constructed and arranged kitchen should be added to the premises, with a workroom or laboratory. The arrangements for the

practical training of the students seemed to be satisfactory, and the committee have been fortunate in their selection of board schools for that end, as their head teachers seem to be well qualified to aid in the superintendence of the students. I saw many very useful and judiciously framed reports upon their capacity and work drawn up by some of these teachers. I suggested that it would be found advantageous if other classes of schools were added to the list of practising schools. These might be visited for purposes of observation.

The criticism lesson was satisfactory, but was not attended by a sufficient number of the staff.

Model lessons are reported as frequently given, but I was unable to see one through pressure of time. The performances of the second year students in teaching classes were creditable.

It was satisfactory to find a class preparing for the London matriculation. The difficulty with such a class is having to begin the study of Latin *ab ovo*. It was owing to this cause that the class sent up for examination in June last failed to pass. One student broke down in health, and has been forced to withdraw from the college. But the students as a body seemed to be healthy, and were well reported upon by the medical officer. The time-table shows a heavy amount of mental work, and a comparatively slight amount of time for private study and recreation. The committee is most anxious and zealous for the good of the institution on which so much has been generously spent.

The following members met me in December:—

J. Sing, Esq., chairman.
W. Crosfield, Esq., M.P.
W. Dent Dent, Esq.
Rev. J. Sephton.
Geo. Holt, Esq.
James Hakes, Esq.
C. J. Bushell, Esq.
W. Oulton, Esq.
D. Hughes, Esq.
Rev. Canon Diggle.
Thos. Ryley, Esq., hon. sec.

W.S.C.

HOME AND COLONIAL.

(Church of England Training College.)

Visited in April and in November with Mr. Synge and Mr. Field.

Staff:—

The Rev. J. B. Armstrong, B.A., principal.
Mrs. Thornbury, lady superintendent.
Miss E. Howell.
Miss S. A. Young.
Miss S. A. Sewell.
Miss F. Collins.
Miss G. Sanders.
Miss M. Drury.
Miss A. M. Wright.
Miss M. A. Macornish.
Miss S. Loch, needlework.
Miss M. Boissier, French.
Miss C. M. Ely.
Mrs. Mortimer, kindergarten.

At the date of inspection there were 140 students in residence, and 11 who attended daily. Of the buildings there is little to say except that the utmost has been done with most inconvenient and cramped premises; at best there is very little air and passage-room. Plans have been drawn up, and will soon be carried into effect for removing part of the practising school accommodation, and adding the space thus gained to the college proper by way of library or common-room, and an enlargement of the dining-room. The conditions of the practising school did not seem to me at the time of inspection such as would make the systematic supervision and training of students easy or even

possible; such premises would seriously embarrass the most vigilant teacher. An unusual and inconvenient form of organisation has been adopted or has grown up in this college in the responsibility of separate governesses for each "year" of students; the lack of continuity in teaching and method-training is inevitable. With all these drawbacks, however, the college is rigorously managed and does excellent work. It is clear that no opportunity is lost of making the premises as comfortable and home-like as possible. A special series of lectures has been given on voice-production by a distinguished expert, a vital part of the training of teachers mostly neglected altogether. Students have made visits of observation to the best schools within reach. Some have worked successfully for the examinations of the London University, and the results of examinations held by the Education Department have been very satisfactory.

P.A.B.

LINCOLN.

(Diocesan Training College.)

Visited in October with H.M. Inspector Mr. Davies, who kindly undertook for me in June the bulk of the work.

There are 40 students in residence, of whom 22 were in the first year and 18 in the second.

Staff:—The staff includes the principal and seven governesses, three of whom are wholly and the others only partially employed in the college. The governesses were all old students of the college, and one of them passed the Cambridge higher examination. The principal gives the religious instruction, takes the science subjects (agriculture and physiography), and presides at the criticism lessons. Miss Kerby is the mistress of method, and lectures on school management, teaches reading and recitation, and conducts the criticism lessons with the principal. There is great need of a recreation-room, and increased bath-room accommodation. The dining-room is small and dingy. It should be nicely decorated and hung with pictures. There is no pædagogic library, which ought to be formed.

The girls seem to have too little time for private study and recreation. Some of the time given to industrial work might with advantage be given to them. There is no necessity for so much manual work. The professional training is very carefully attended to. The students practise in several of the town schools, under the supervision of either the normal mistress or that of the head mistress of the school. The lessons heard were satisfactory, and the criticism lesson was conducted on proper lines. But there was no model lesson, this valuable exercise seeming to have fallen into disuse. Visits of observation should be made to schools of different classes, the results of which should be carefully reported to the mistress of method. The girls read and recited very fairly well, and seemed to be happy and in good health on the whole. Their dietary (except for the absence of sufficiently varied and vegetable food) appeared to be liberal. The principal has had a tennis court added to the premises. He conducts the college in a broad and generous spirit.

Several members of the committee were present, but I did not ascertain their names.

W.S.C.

LIVERPOOL TRAINING COLLEGE, ROMAN CATHOLIC.

Visited in June 1894 with H.M. Inspector Mr. Harrison, who, with H.M. Chief Inspector Mr. Cornish and Mr. Pole, took the bulk of the examination in reading and recitation and teaching in the previous May, when I was too ill to discharge any official duty.

Staff:—There are 11 governesses. This is a large number of teachers, larger, as far as I know, than exists in any other college. And as all these

ladies are chosen for their special aptitude they form a strong body. With the exception of education and science, for which subjects the students of both years are sent to the neighbouring University College, the whole syllabus is in their hands. The premises, their arrangement, equipment, and adornment, provide admirably for the health, comfort, and refinement of the students, whose good manners, brightness of spirit, and docility, and eagerness to improve were very striking. A kitchen specially fitted for the practice of cookery by the students is provided, and is in many respects a model of its class. The lectures heard by myself and my colleagues were all calculated to benefit the hearers, quite as much in the direction of mental formation and development as in the mere communication of knowledge; but this, of course, in varying degrees.

The criticism lesson was a very satisfactory example of its class. The chief characteristic was its stimulating effect. This was the result of quickening the students as a body into active co-operation and sympathy by means of numerous pointed questions thrown out with much energy and vivacity to the class, by which attention and interest were well sustained.

Model lessons were, I was told, frequently given, but I was unable to hear one. High marks were easily assigned to the lessons heard by my colleagues and myself, and our joint opinion was that the latter were characterised, as a rule, by a sound knowledge, intelligent methods, and considerable skill, refinement, and sympathy. The latter quality, with earnestness, was to me one of their most striking and valuable features. The authorities spare no expense or trouble to place the college in the front rank of educational progress. It is proposed to ask the sanction of the Department to the retention of a few students for a third year's course. Four students passed the London matriculation examination in January, two being placed in the first class and two in the second. There was one lay student, who for family reasons would not remain in the college. The committee assembled in force to meet me in June, but a serious relapse of illness rendered this impossible. There were present:—

Right Rev. Monsignor Carr, Mr. Hunnybun, representing the Catholic School Committee,	Mr. Fitzherbert, Mr. F. Reynolds, and several other gentlemen.

W.S.C.

NORWICH.

Visited in November with H.M. Chief Inspector Mr. Synge and H.M. Inspector Mr. Tillard.

We found 63 students, of whom 62 were resident and one non-resident.

Staff:—Besides the principal and the lady superintendent there were four [illegible] all of whom had been educated in training colleges, and had been in office here from 12 to 20 years. The principal is the only officer of the college who has had the advantage of a university education.

The new building affords admirable facilities for developing the efficiency of the college. I made various suggestions to the committee which I thought would help towards that end. Among others I urged the formation of a library at once pedagogic and general, and an educational museum. The [illegible] the whole institution, rendered it necessary that I should reiterate with emphasis my predecessor's strictures on its condition to the governing body on the occasion of my meeting them. I pointed out that the remedy lay in reorganising the teaching staff, which for various reasons seemed unlikely to be able to cope with and overcome the difficulty of placing the college abreast of modern requirements.

I had the satisfaction of feeling that the advice I proffered was accepted, and that the committee had resolved to take speedy and effective action. The reading and recitation were poor, and the arrangements for the professional training of the students left much room for improvement. The lessons given

before my colleagues and myself were weak as a rule, the girls displaying little vigour and enthusiasm. The criticism lesson did not display much penetration or incisiveness, and was rather a perfunctory exercise. The general state of the college may be described as one of low vitality. This state cannot be raised duly with the very moderate relaxation from the heavy pressure of lectures given for private free study and recreation, which should be largely increased.

It is advisable to send the students into other than the practising schools attached to the college for observation as well as practice. The grounds round the college are now tastefully laid out.

The members of the committee who met me were:—

The Dean of Norwich (in the chair).	Canon H. Howell.
The Bishop of Norwich.	Rev. L. Jones.
Archdeacon Nevill.	Mr. Dowson.

W.S.C.

OXFORD.

(Diocesan Training College.)

Visited on 31st October.

There were 30 students, of whom three were non-resident.

Staff:—The principal, who is the foundress of the college, is non-resident. There are a lady superintendent and five governesses, who conduct the discipline and instruction. The mistresses of the practising schools, two in number, are on the staff of the college.

The chaplain, Mr. de Brisay, gives religious instruction.

The rooms are not spacious, nor very convenient, but they are very bright and comfortable. A recreation-room is greatly needed, as well as a work-room of some kind. The college will not reach full efficiency, with these defects in its organization.

The practising schools are the parish schools of St. Giles. They are small and are badly furnished and equipped, and, therefore, afford very inadequate opportunities to the students for acquiring wide and just views of what proper school organisation means. To remedy this the committee would do well to make arrangements to enable them to visit other schools of different kinds for the purpose of practice and observation. The latter exercise is of great value if properly carried out. To make it so, the students should embody the results of their observation, in a full report of all that they see in the school.

The lessons I heard were given on the whole in a fairly effective manner, and with a due observance of the principles and aims which should underlie good teaching. I heard a model lesson, but there was no discussion following it, without which this exercise falls short of its use. The reading and recitation were very satisfactory. They had been evidently carefully taught. The girls seemed to be healthy and happy, and were well mannered. The time-table shows that an unusual amount of time is given to industrial work. This is hardly necessary, and occupies time which could be more profitably employed in private study, for which there would seem to be only a minimum of time allowed.

During the year the students had attended lectures of various kinds in Oxford, calculated to excite their interest in matters outside their special line of study, to suggest courses of reading, and generally to improve them intellectually. The college library contains a fairly wide range of well-chosen books, to which they have constant and easy access.

The following members of the committee met me in conference:—

The Archdeacon of Oxford.	Rev. W. A. Harvey.
The Provost of Worcester.	Rev. A. L. Mayhew.
Canon Ashurst.	Mr. E. P. Morrell.
Professor Burrows.	Mr. B. H. Baden-Powell, C.I.E.
The Chaplain.	

W.S.C.

RIPON.

(Diocesan Training College.)

Visited with H.M. Inspector Mr. Legard in November 1894.

There were 60 students in residence, of whom 33 were in the first and 27 in the second year.

Staff:—The staff was numerically and personally the same as last year. There were four governesses wholly employed in the college, of whom two held the LL.A. of St. Andrew's University. The mistresses of the two departments of the practising schools, which are attached to and under the control of the college, were partially engaged in teaching the students. One of them also held the St. Andrew's diploma. There were in addition an art and a music master.

Much has been done to improve the interior of the building. The classrooms and other rooms have been painted and decorated, and present a bright attractive appearance. Pictures have been introduced, and interesting objects placed in the rooms and elsewhere. A library is being formed, and a museum established. And throughout the building and among the students a very satisfactory air of cheerfulness and refinement prevails, which speaks well for the management of the institution.

The reading and recitation were done with very fair taste and expression, and had been evidently carefully taught. The teaching, as a rule, was successful, though not of the highest rank. The criticism lesson was conducted in a fairly satisfactory manner, but I thought that the mistress of method would have made it more practically useful had her remarks been more pointed.

The class list for both years shows only a small proportion in the first class. This will, no doubt, be altered by the continued effort of the zealous principal. I am not sure that any real benefit can come from the study of French under the existing conditions. It seems to me that the time spent upon it might be better employed.

I should be glad to see the plan of visiting the Leeds schools restored.

The time-table shows a very heavy amount of work, with little time for private study.

The committee present were—

The Bishop of Richmond.	Rev. J. H. Goodier.
The Dean of Ripon.	Mr. H. Carlile.
Archdeacon Yeoman.	Mr. J. S. Hurst.
Canon L. Clarke.	Mr. R. Spedding.
Canon Cast Nunn.	Mr. F. D. Wise.
Canon Owen.	Mr. B. Woodd.
Canon Thompson.	The Principal.

W S C

SAFFRON WALDEN.

(British and Foreign School Society's Training College.)

Visited with H.M. Chief Inspector Mr. Synge in April 1894.

Staff:—

Miss J. M. Dunlop, principal and mistress of method.
Miss Maria L. Morley.
Miss E. Taylor.
Miss C. Reid.
Miss M. M. Newett.
Miss D. Campbell.
Miss M. Punnett.
Miss R. Savory.

The number of students in residence was 52. The buildings occupy a good situation and are well built and appointed. The infants' school used for practice on the college premises is small but good; the British schools in the town which are also used I was unable to see at work as they were closed by reason of a fever epidemic, but in arrangement and equipment they appeared to me to be rather poor. Mr. Synge heard lectures by Miss Newett, Miss Punnett, and Miss Savory, and I was present alone at lectures given by Miss Morley, Miss Taylor, Miss Campbell, and Miss Punnett, the last-mentioned lady having been a recent addition to the staff from the Cambridge Training College. Very hard work is done with the students of this college, whose average place at admission is not very high; and some of the best reading I have heard was heard here, indicating special care and intelligent instruction. The technical work is done with unusual thoroughness, which, with the fact that most of the students are from infants' schools, should be taken as a set-off against the inadequacy of some of the examination results in comparison with the labour expended.

Present at conference :—

The Rev. H. Pepper,
Rev. J. Raymond Pelly,
Mrs. Tuke,
Miss Starling,
Miss Smith,
J. C. Foster, Esq.,
The Principal, and
A. Bourne, Esq., Secretary.

P.A.B.

SALISBURY.

(Diocesan Training College.)

Visited in May. Mr. Brodie was with me for two days.

Staff :—

Rev. E. Steward, M.A., principal;
Miss Hill, lady superintendent;
Miss Forth, governess;
Miss Manning, governess;
Miss Whatley, governess;
Miss Newman, governess;
Miss Hayward, governess;

and others partially employed.

The number of students is 79.

The college is beautifully situated, just opposite to the magnificent cathedral. The students are now in good health, but there have been three outbreaks of influenza in the last four years. Satisfactory lectures were given by the three junior governesses, and Miss Forth took a very efficient part in the criticism exercise, after a creditable lesson by one of the students. I was much pleased with the students, who recited very well, and had taken pains in the preparation of their lessons. They also went through their drill with spirit in the pretty garden. I suppose a considerable number come from country schools, who have had little centre teaching; at any rate, the average place of the last admitted students on the admission list was 1,282. I have often noticed, however, that country pupil-teachers improve considerably at the training college and also afterwards at their schools. The results of the Christmas Examination 1893 give a good example of this, for whilst only 3 of the 48 juniors were placed in the first division, in the second year 27 out of 39 were in it, which is an excellent proportion.

Present at the conference :—

The Bishop of Salisbury,
Archdeacon Lear, secretary,
Canon Renard,
Canon Hutchins,
Canon Olivier,
Rev. E. C. Collard,
Rev. F. Short,
And the Principal.

H.E.O.

SOUTHLANDS.

(Wesleyan Training College.)

Visited in October with Mr. Currey and Mr. Graves.

One hundred and nine students in residence.

Staff :—

Dr. Greeves, principal;
Miss Sargent, lady superintendent;
Mr. Bailey, master of method and superintendent of studies;
Miss Husbands, governess;
Miss Goodwin, governess;
Miss Sellers, governess;
Miss Williams, governess;
Miss Willmath, governess;

and others partially employed.

The average place on the admission list of the students was first year 457, second year 791.

Lectures were heard on the commerce of England, square root, ventilation, coal-beds, deposits, and the literature of the Plantagenet period. These were very satisfactory. Discipline, exercise is particularly well carried out.

At the Christmas Examination of 1895, 24 of the 53 seniors were placed in the first division, and these were now in the third. This is a good result, considering the attainments at admission. The students are extremely well behaved, diligent, and earnest.

Present at the conference:—

Rev. Dr. Rigg.
Rev. Dr. Waller.
Rev. H. Goodman.
Rev. T. R. Pickering.
Rev. J. C. Wright.
Rev. W. Wood.
Lieut.-Col. Thomson.
C. Fowle, Esq.
J. Bailey, Esq.

The principal was unfortunately prevented from attending on account of severe illness.

H.E.O.

STOCKWELL.

(British and Foreign Society's Training College.)

Visited in November with Mr. Du Port, Mr. Dibben, and Mr. Campbell.

There are 152 students, of whom 15 are day students.

Staff :—

Miss Manley, principal;
Miss Close, vice-principal;
Miss Rowsell,
Miss Mayor,
Miss Dodds,
Miss Smith,
Miss Cairns,
Miss Liberty, B.A.,
Miss Jarrett,
Miss Mackay,

and 15 others partially employed.

The premises are very good, though the absence of a recreation ground is a drawback. There is a small garden, however, connected with the annexe. The lectures heard and the criticism lessons were good. I saw the students perform their Swedish drill very well and under excellent direction. There is a very good recreation room, on two evenings of each week there is music, dancing, and conversation; old students are welcomed, and once a year the

large and vigorous "Old Students' Association" are entertained by the students. There are also dramatic entertainments and lectures by able persons from without (including last year Mrs. Fawcett and Dr. Dallinger). All this is excellent. The recitation was quite remarkably good, and the lessons were well and intelligently given. The college, as usual, showed itself to great advantage at the Christmas examination. In the second year 55 of 71, in the first 53 of 69 in the first division.

The following members of committee were present at the conference:—

T. Buxton Morrish, Esq. (in the chair).
Mrs. Aggs.
Mrs. Bristowe.
Mrs. Brooke.
Mrs. Campbell.
Hon. Mrs. Coleridge.
Mrs. Green.
Mrs. Morrish.
Mrs. Newberry.
Mrs. Roller.
Miss Salter.
Mrs. Walter.

Mr. Bourne, general superintendent, and Miss Manley, principal, were also present.

H.E.O.

SWANSEA TRAINING COLLEGE FOR MISTRESSES.

Visited with H.M. Chief Inspector Mr. Williams and Mr. Barnett, H.M. Inspector, in April 1894.

We found 77 students, of whom 7 were day students.

The staff numbered seven, all, with the exception of the principal, being ladies, and all but one former students in training colleges, only one, however, having been educated in this college. The buildings are poor. They are badly situated in a rather obscure part of the town of Swansea, and cannot be said to provide sufficient or suitable accommodation for training college purposes. Originally a private house, they have been added to, but the extensions did not include the provision of requirements which are at the present date not less than necessities. There is no recreation-room for the students, no committee-room, no reception-room for students' visitors, no cookery-room, no laundry-room, and no room for drawing.

The offices are very small and barely afford sufficient space for the purposes they serve. These are serious defects. The committee would do well to consider before undertaking to remedy them in detail whether it would not be the best plan to build a new college, worthy of its purpose, in a good position in or near the town.

But whatever the course taken, it is necessary that a suitable recreation-room and a laboratory should be provided for the students.

This is one of the very few (if indeed there are any) residential colleges without a practising school under its own control and management. The want is supplied by using three of the local schools for the purposes of practice—two of them board schools and one a voluntary school. But as these schools are wholly independent of any control by the college committee, there is no means of ensuring that the best methods of teaching, and the most approved types of furniture and apparatus, &c., &c., are brought under the observation of the students. It would, therefore, be a great gain if a well-equipped model school were added to the college.

The criticism lesson, together with the general arrangements made for the practical training of the students, and the general quality of the lessons given before my colleagues and myself, indicated that due and satisfactory provision had been made for preparing them for their life-work. I hardly think that sufficient importance is attached to model lessons, and should be glad to find that more stress was laid upon this valuable factor in the formation of a good teacher. The plan of writing and discussing papers on educational subjects as an occasional substitute for the more formal criticism lesson seems to be an admirable one.

The students were healthy and cheerful, and excellent practical relations seemed to prevail throughout the body of both the teachers and pupils. The

dietary is varied and liberal. There is a large governing body, of which there were a fair number present to meet me. Unfortunately I did not ask for a list of their names.

W.S.C.

TOTTENHAM TRAINING COLLEGE.

Visited in April and May with H.M. Inspectors Mr. Field and Mr. Barnett.

There were in residence 102 students in both years.

The staff comprised, besides the principal, six members, one of whom, appointed during the year, a Master of Arts at Cambridge, was in charge of the scientific subjects; two ladies holding the LL.A. diploma of St. Andrew's, and three others. From the lectures delivered before us by these officers, the college may be regarded as strongly manned. And this opinion receives confirmation from the high position it occupies on the class lists of the Christmas examination of students in training colleges. There were besides these three other teachers partially employed to teach music, drill, and cookery. In addition there was the lady superintendent.

The buildings are picturesque in appearance, and are planned conveniently. The interior is bright, well lighted and ventilated, and sufficiently ornate and tasteful. The class-rooms are adequate in number and commodious, and the dormitories, not unduly crowded, are sweet and airy. There seemed to be some need for further provision for escape from them in case of fire.

A nicely furnished recreation-room has been added, and is, I am told, much appreciated by the students. I did not see any laboratory or work-room.

The practising schools are a good feature here. They comprise a higher grade department as well as a purely elementary girls and infants' department. This affords a wider scope for observation than is usually obtained.

The arrangements for the professional training of the students seemed to be on a sufficiently wide basis, as they included provision for both practice in teaching and observation of methods in schools of different types. The criticism lesson I heard was a stimulating exercise, and likely to be fruitful of practical benefit to the students. The reading was not quite what I should have expected to find in a college like this. It was, I thought, distinctly somewhat under the mark, and in this my colleague agreed with me. The amount of time given to recreation and private study as compared with that occupied with lectures and lessons seemed to be too small. It is doubtful whether much real benefit accrues where there is so much disproportion between relaxation and long sustained mental effort. I venture to suggest that the results would be none the worse intellectually, while the physical gain would be greater were the time-tables so constructed as to leave a larger margin of free time than they at present show.

The dietary is liberal, varied, and good. I noticed that there seemed to be an hour of hard study before breakfast. A glass of milk or a cup of tea before this early task would greatly help to its efficient performance.

Some of the committee met me at the offices of the Society for Promoting Christian Knowledge in London.

W.S.C.

TRURO.

(Diocesan Training College for Exeter and Truro.)

Visited in May.

Staff:—

Archdeacon Cornish, principal.
Canon Donaldson, chaplain.
Miss Kirby, lady superintendent.
Miss Beavan, mistress of method.
Miss Hill, governess.
Miss Peat, governess.
Miss Cooper, governess.

Forty students in residence.

Great difficulty is found, partly owing to the geographical position of the college, in obtaining suitable candidates; the average position on the general admission list of the students last received was 1,735. The premises are good, but it is a pity a larger recreation ground was not secured when the college was built. Now any extension is difficult.

Two governesses lectured; the others took part in the criticism exercise. The lessons given by the students were fairly good; in the reading lessons too much spelling was asked for. This, which tends to make children hate reading, should be taken in dictation lessons. The power of illustrating lessons by graphic drawing on the blackboard, by raised maps, &c. should be cultivated. The recitation was very good. No second year students and only one of the first year were placed in the first division at the Christmas examination. They are under very good discipline.

Present at the conference:—

The Archdeacon of Cornwall.	Rev. J. E. Eddis.
Rev. Canon Donaldson.	Rev. Canon Wortledge.
Vicar of St. Clement's.	H. Barrett, Esq.

H.E.O.

WANDSWORTH.

(Roman Catholic Training College.)

Visited in May. Mr. Du Port was with me for one day, Mr. Graves for two days.

The number of students is 94.

Staff:—

Madam Moran, principal.

Mesdames Verdon, Knight, Oddie, Fincham, Sheil, Oates, and Eaton.

The students are generally backward at entrance, in fact the vacant places could not be filled up this year from want of a sufficient number of successful candidates. They are taught with unremitting vigilance and with the greatest kindness and sympathy. The building is in excellent repair, a considerable sum having been spent on improvement and enlargements. Two additional practising schools have been added; the upper grade elementary school attached to the college, and a girls' and infants' school at Hammersmith. A course of model kindergarten lessons has been given by a very competent instructress. All the governesses gave lectures before me, and the principal conducted the criticism lesson, at which all the staff were present. I was very much pleased with this my first visit; the students' behaviour was admirable, and their recitation deserves high praise. It is a very great advantage to have so good a recreation ground, considering the crowded streets surrounding the college. My observations will in a great measure account for the poor list of the first year students at Christmas. That for the second year was much better, since 10 were placed in the first division who were very low at admission, and this shows improvement towards the end of residence. The average place on the Queen's Scholarship list of the students last admitted was as low as 2,233.

Present at the conference:—

Mgr. Cahill,	Wegg Prosser, Esq.,
Rev. Canon Murname, chaplain,	And the Secretary, Catholic School Committee.
G. Blount, Esq.,	

H.E.O.

WARRINGTON.

(Chester, Manchester, and Liverpool Diocesan Training College.)

Visited in October with Mr. Cornish, Mr. Harrison, and Mr. Pole.

The number of students in residence is 113.

Staff:—

Rev. Morley Stevenson, principal;
Rev. A. Bater;
Miss Goddard, lady superintendent;
Miss Ferriman, head governess;
Miss Timewell, governess;
Miss Beatty, governess;
Miss Perry, governess;
Miss Bell, governess;

and some others partially employed.

Since my last visit to this college in 1883, great changes have been made. A chapel has been built; the old inconvenient practising schools have been converted into a very fine recreation-room, and an excellent room for drawing; new practising schools have been built; a good house close to the college has been rented as a hostel, to accommodate 20 more students, and has just been well adapted for this purpose; and there is additional class-room accommodation. These are great improvements, and are due to the energy of the principal, supported by a liberal committee. I am also glad to find an improvement in the work. Though the college attracts a large number of candidates, no less than 300 for 63 places in 1893, they do not, as a rule, stand high; the average place on the list of the students last admitted was 1,077. Considering this, they have acquitted themselves well in late years, and certainly much better than 10 years ago. Two courses of University extension lectures were given last year, as well as some others by external lecturers.

The lectures by several members of the staff heard by me were decidedly good, and the criticism exercise also was very useful. An additional governess from the Cambridge Training College has just been appointed, which is a wise step.

The new practising schools are some distance from the college, and I regard it as a drawback that there is no sitting-room for the students who are practising. Of course things were of rather an exceptional character when the lessons were being heard by me, but the students who were waiting for their turn in teaching were obliged to remain in a draughty lobby. There is some difficulty, but as so many greater ones have been surmounted, I hope something will be done.

Present at the conference:—

Archdeacon Barber, chairman.
The Dean of Manchester, treasurer.
Rev. Canon Holme.
Rev. Canon Nunn.
Rev. Canon Penrhyn.
Rev. Canon Scott.
Rev. Canon Stowell.
Rev. Canon Warr.
Rev. J. D. Evans.
Rev. J. W. Willis.
H. G. Crews, Esq.
H. Radcliffe, Esq.

H.E.O.

WHITELANDS, CHELSEA.

(Training College in connexion with the National Society for Promoting the Education of the Poor in the Principles of the Church of England.)

Visited in April and November, assisted by Mr. Currey, Mr. Aldis, and Mr. Balmer.

Staff:—

Rev. J. P. Faunthorpe, M.A., principal.
Miss Lane, lady superintendent.
Miss Stanley, governess.
Miss Birch, governess.
Miss Smith, governess.
Miss Spivey, governess.
Miss Armitage, governess.
Miss Jackson, governess.
Miss Ivatt, governess.
Miss Holmes, governess.

The number of students was 165.

The buildings are very irregular, as the original house has been patched up and enlarged as the numbers increased. This has been as well done as was possible. There is a beautiful college chapel, enriched by fine windows given by successive generations of students. The dormitories are extremely well kept by the students, and the flowers, photographs, and other little possessions are displayed in excellent taste. The furniture is unusually good, and there is a picture issued by the Arundel Society in each dormitory. The day-room is spacious and adorned with well-chosen pictures and other cultivating influences.

I heard four junior governesses lecture and was well satisfied.

The students are well drilled by an expert in Swedish drill and by a sergeant-major.

Reading and recitation were remarkably good, and much pains had been taken in preparing illustrations for the lessons, which were generally very well given. In the Christmas Examination, 1893, 48 of 84 in the second year were in the first, 36 in the second division.

Members of the council present at the annual conference :—

The Duke of Westminster,
Ven. Archdeacon Thornton,
Rev. Canon Elwyn,
Rev. Canon Erskine Clarke,
Sir J. Savory, Bart.,
Rev. G. Blunt,
Rev. A. S. Shutte,
Rev. J. S. Brownrigg,
J. Denny Urlin, Esq.,
T. O. Huffon, Esq.,
Dr. J. Lowe,
And the Principal.

H.E.O.

(3.) Colleges for Men and Women.

ABERYSTWYTH.

(Day Training College. In connexion with Aberystwyth University College.)

Visited in June 1894.

The staff consists of the excellent professors and teachers of the University college. Mr. Holman, professor of education and master of method, has, since my visit, been appointed one of H.M. inspectors. I have mentioned the great advantages enjoyed by the women, who all reside with the other women students in the Queen's Hotel.

Forty-two men and 35 women are in training.

The college has been improved by the addition of more lecture-rooms. In the fine library a section is devoted to books on education, which have increased since my last visit, a special grant having been made. The college staff has been increased, with special reference to the students in training. There is barely sufficient accommodation in the practising schools for the large number of students, nor are they except perhaps the board school, by any means models for the students in respect of their structure and apparatus. The committee have endeavoured to make the best of this. The difficulty is the relation of the population and of the number of children of school age to the number of students. Still, I think an effort might be made to improve the school material, *i.e.*, the appliances and apparatus. These are good enough for ordinary country schools, not for practising schools. The master of method strongly protests against the attempt to combine the technical work and University courses, which occasions serious over-pressure. He wishes that two years should be entirely given to University studies and a third year wholly to education. This is the German system, and I quite agree that it would be better; but there are very great difficulties in making the certificate depend in all cases on a three years' course, since in this country so many candidates of the class from which, unfortunately, teachers are almost exclusively drawn find it very difficult to put off the time for beginning to earn an income even for two years.

Present at the conference:—

Professor Lloyd Snape, chairman.	T. Owen, Esq., chairman of the School Board.
Mrs. Williams.	D. C. Roberts, Esq.
Principal Roberts.	Professor Herford.
A. C. Humphreys.	Professor Holman.

H.E.O.

BRISTOL.

(Day Training College. In connexion with Bristol University College.)

Visited in March with Mr. King and Mr. Elliott.

The number of students is 60, 30 in each year.

The students attend the classes for which they are fitted at University college, and Miss Pease, Miss Cullimore, and Miss Guest have given them much assistance in the house provided for them, and have superintended their work in the practising schools. Miss Cullimore died just before my visit, to the great regret of the staff and students. The committee has been composed in the best possible manner, representing all the educational organisations in the city. Miss Guest gave an excellent lecture on Euclid I–16, and the criticism lesson was satisfactory. The register of the students' progress in the school is well kept. Swedish drill is very well taught by a highly competent instructor.

Present at the conference :—

Rev. A. C. Anstey, chairman.
Miss Burns.
Miss Littlewood.
Miss Pease.
Miss Taylor.
Principal Lloyd Morgan.
Rev. J. Trebilco.
H. Walker, Esq.
J. Wertheimer, Esq.

H.E.O.

CARDIFF.

(Day Training College in connexion with Cardiff University College.)

Visited with Mr. Williams and Mr. Edwards in March 1894.

(1.) Men :

For general subjects students attend lectures at the University college. Their professional work is directed by Mr. T. Raymont, M.A., with Miss H. Millicent-Hughes and Mr. T. W. Phillips, B.A.

There were 43 students in training.

Four excellent practising schools are placed at the disposal of the college committee by the Cardiff School Board, and six others have been visited intermittently. Part of the practical work proceeds *pari passu* with the lectures on method and organisation, the remainder being taken on consecutive days.

The college buildings are incomplete, and therefore for general purposes the normal students have to share the transitional inconveniences to which all students alike are subjected, most of the lectures being given in temporary wooden buildings; but part of a building recently purchased, in Dumfries Place, has special accommodation for men normal students and the staff.

The normal students take their full share in the vigorous corporate life of the college of which they form an important part.

(2.) Women :

Like the men, the women in training attend lectures in University college for general purposes, their professional and special work being cared for by Miss H. M. Hughes, with Mr. T. Raymont, M.A., Miss Alice Foxall, M.A., Miss E. C. Jones, and Mr. T. W. Phillips.

There were 61 students on the roll. For these some special accommodation is provided in "Brighton House," near the college. Six of the best Board schools in the town are used for regular practice, and three others are visited occasionally. The pedagogical work is marked by thoroughness and variety, head teachers co-operating cordially with the college authorities. A few fortunate students are in residence in Aberdare Hall, which is open to any woman student of University college, and the committee seems to be properly alive to the special necessity for looking after those students who do not live with relatives.

Present at conference :—

Dr. Sheen.
L. Williams, Esq., chairman of the Cardiff School Board.
Professor Powel, secretary of the senate.
C. T. Whitmell, Esq., H.M. Inspector.
Principal J. V. Jones.
Ivor James, Esq., registrar of the college.

P.A.B.

HOMERTON NEW COLLEGE (CAMBRIDGE).

(In connexion with the Congregational Board of Education.)

(1.) Men :

Staff :—

Mr. Horobin, M.A., principal.
Mr. J. Powell, master of method.
Mr. A. J. Wilmott, B.A.
Mr. J. Jones.

This is a "mixed" college, having on the men's side 35 students.

My visit was the first official inspection made since the removal of the institution to what had been Cavendish College. The buildings are well situated and "imposing" in appearance. Lecture rooms are not very large; but the dining-hall is of fine proportions, and what was the chapel will probably be appropriated as library and museum. At the date of inspection little had been done with the fabric beyond such essentials as a thorough overhauling of drainage and the like, and arrangements for fitting one side of the college for men and the other for women. The combined organisation does not commend itself to me, either for economy of staff or profitable interaction of the sexes. There are no practising schools attached to the college, and the students therefore have to travel some distance into the town, which makes official supervision less continuous and effective than it should be; nor are the schools remarkable for good arrangement and excellence of apparatus. The register of progress was not very useful, though some interesting pedagogic work is done. I heard a criticism lesson, which was attended by the master of method only—a lesson given by a second year student to his comrades of the first year. I was present at lectures given by Mr. Wilmott and Mr. Powell. A beginning has been made towards securing University recognition by the organisation of divinity lectures in lecture-rooms of colleges in the University. An examination is held, and certificates given on the result.

(2.) Women:

Staff:—

Mr. J. C. Horobin, M.A., principal.
Mr. J. Powell, master of method.
Mr. A. Wilmott.
Mr. J. Jones.
Mrs. Hiscox.
Miss E. Farren.
Miss E. Healey.

We found 72 students in residence. The greater part of the building is, of course, given over to the women students, who are very comfortably lodged. I have expressed my opinion on the combined organisation in reporting on the men's department. I heard lectures by both Miss Farren and Miss Healey.

Present at conference:—

P. J. Whitaker, Esq.
J. E. Greenhill, Esq.
G. D. Jennings, Esq.
A. E. Pavitt, Esq.
F. Stewart, Esq.
G. Unwin, Esq.
T. G. Woomott, Esq.
Rev. G. Snashall.
And the Principal.

P.A.B.

MANCHESTER DAY TRAINING COLLEGE.

(In connexion with Owens College.)

Visited in March 1894 with Mr. Cornish, Mr. Pole, and Mr. Barnett.

The number of students was 64; 44 men, 20 women.

The arrangements for their work are much the same as in last year, but the professor of philosophy now gives instruction to the first year (men) in psychology and ethics and to the second year in logic. The principal complains of the unfitness of the large majority of candidates for pursuing a university course.

The criticism lesson given in the women's department was a very good exercise, and was managed by Miss [illegible], mistress of method. Much pains have been taken with the women's reading and repetition. I am afraid the women work too hard here. Their diligence is greatly to their credit, but should not be overstrained. Not much progress has been made in the highly

desirable project of providing the women with better permanent rooms for their studies, though the rooms in which I found them are a little better than the former ones.

Present at the conference :—

J. Thompson, Esq., chairman,
Miss Wilson,
The Dean of Manchester,
Principal Ward,
E. J. Broadfield, Esq.,
Professor Wilkins,
Professor Lamb,
The Registrar,
And Mr. Barnett, H.M. Inspector.

H.E.O.

NEWCASTLE-ON-TYNE.

(Day Training College.)

Visited in March 1894, with H.M. Inspector Mr. Pennethorne.

Staff :—The students attend the lectures of the professors and lecturers of the Durham School of Science on all subjects but education, arithmetic, geography, needlework, and domestic economy, which are taught by Mr. Mark Wright, the head of the training department and normal master, and his wife, who exercises a kind and friendly supervision over the women students.

The need of a mistress of method has become urgent. Mr. Wright's duties are too numerous and onerous to enable him to superintend efficiently the practical training of even the existing number of students; and when the proposed addition shall have raised it to 100, the task will be an impossible one. I brought this before the committee as a matter of immediate importance, and was assured that it would meet with due consideration.

There were 81 male and female students in residence, of whom 6 men were in the third year, and 8 (5 women and 3 men) were under Art. 115B. I was glad to notice how completely they seemed to form part of the general body of students—a very important matter if normal students are to benefit to the full from their connexion with colleges of University rank. They wore the academical dress, and shared in the general recreation and common life of the college. The recreation rooms, especially those reserved for the female students, were what such rooms should be, cheerful and comfortably furnished. The training was being conducted on proper lines, the professional education of the students being steadfastly kept in view by the normal master as the main object for which the State contributes to the maintenance of the students in these institutions. The arrangements made for the practice of teaching in four of the best board schools of the town, chosen for their fitness to present types of good organisation and instruction to the students, as well as for their supervision and guidance by the normal master and the head-teachers of the schools, were very satisfactory. I was specially gratified to notice that in the third year, in many respects the most important one, the time given to the study of the science of education was increased rather than abridged. The lessons heard by my colleague and myself reached a good average level. There was in the majority of cases a firm grasp of principles, which were reduced skilfully into practice before us. The exercises of the third year men were remarkable, as illustrating the increased thought and value imparted to the teaching of the humblest subjects by a teacher whose knowledge of the science of education has been widened and deepened by a prolonged course of its study and practice. Taken as a whole, the teaching of those men was on a decidedly high plane.

Of the students under Art. 115B, though their efforts to improve were most commendable, the master of method reported that, owing to their previous inadequate preparation, they were unable to benefit fully by the course of study prescribed for the second year.

The health of the body of students appeared to be good, and the report of the medical officer of the college confirmed my impression. Their good health must depend to a considerable extent upon the character of their lodging and

food. Care is taken, I believe, to secure for those who come from a distance suitable rooms in which the conditions of cleanliness, comfort, nourishing food, and orderliness are reasonably assured; and in the case of the women, Mrs. Wright visits, occasionally, the houses in which they are lodged, and, as far as she can, satisfies herself that these conditions exist satisfactorily.

Hostels for both sexes would be the best means of placing this very important matter on a really satisfactory condition, and, with the number of students, it ought not to be impossible to make it a financial success.

The committee are keenly interested in the progress of the college, and in my interview with them expressed their readiness to consider more fully the suggestions I made, and to adopt and carry them out where they might be found to be practicable.

There were present to meet me:—

W. Cochrane, Esq. (in the chair).	Professor Stroud.
Canon Moore-Ede.	Professor Sampson.
T. W. Backhouse, Esq.	Professor Duff.
Dr. Spence-Watson.	M. R. Wright, Esq., principal of normal department.
C. Bowden, Esq.	H. F. Stockvale, Esq., secretary.

I must not omit to add that I saw some full and excellent reports upon schools visited by the students for purposes of observation, which displayed, in a creditable degree, the possession by their writers of trained faculties of minute observation, reflection, and judgment.

W.S.C.

NOTTINGHAM.

(Day Training College.)

Visited with H.M. Inspector Mr. Green in April.

We found 81 students, of whom 38 were men and 43 women. In the first year there were 18 men and 21 women; in the second year, 17 men and 22 women; while in the third year there were one man and 2 women. It is intended to ask the permission of the Department to raise the number to 100. The accommodation and staff being sufficient, there seems to be no reason why sanction to this request should be withheld. It is obviously a matter of importance that the number of trained teachers in the country should be increased, and this institution is able to bring the means of a sound professional education within the reach of individuals who would otherwise have to go without it. Many of the students enter the college with the very scanty equipment of knowledge and mental training afforded in rural schools to pupil-teachers, who form a considerable part of the normal class. Many of them are ignorant of history and the principles of school management, and have to be taught the alphabet of French and Latin, and to aggravate their deficiencies possess no mental habits of study. The task of teaching them is therefore very arduous. They are overweighted with a multitude of subjects, of which they can acquire but little by the end of the first year. Under such circumstances they make comparatively small progress, and their professional training suffers. But careful provision is made to obviate this result as much as possible, and the course of practical and theoretical instruction they undergo in pædagogy is devised upon satisfactory lines. The amount of time devoted to its study is as much as can be spared. The criticism lessons are conducted on correct methods for the most part, and the practice of the art of teaching is carried on in several large and efficient board schools, under the superintendence of the normal master and his staff, together with that of the head teachers of these schools. In the criticism lesson I heard, I thought a larger number of the students might with advantage have been called upon to take part in the act of criticising. It would tend to strengthen this branch of the students, besides the board school, were afforded opportunities of visiting, for purposes of observation, voluntary schools of various kinds, and be encouraged to report upon them in full detail.

There were present at the conference:—

Mr. Alderman Lindley, chairman.	Sir Sam Johnson, Knt., town clerk.
Mr. Councillor Hill.	The Principal.
Mr. Councillor Horner.	Mr. Stevenson, secretary.
Mr. Councillor Perry.	

W.S.C.

SHEFFIELD.

(Day Training College.)

Visited with H.M. Chief Inspector Mr. Blakiston on 15th and 16th March 1894.

We found 32 students, of whom 9 were men and 23 were women.

They share the class-rooms with the general body of the students of Firth College, and receive instruction in the non-professional subjects from the professors and lecturers, and in the professional ones from the master and mistress of method, Mr. Quine and Mrs. Henry. For drawing, they have recourse to the local school of art; and for needlework, cookery, and domestic economy, to the Yorkshire Ladies' Council of Education. For those students who propose to make infant teaching their line, special provision has been made for training in kindergarten in classes, thrown open wisely to outside students as well, under Miss Walmesley, who holds the higher certificate of the National Froebel Union.

Mrs. Henry lectures on education to the students of both sexes, and is responsible, besides, for their instruction in geography, reading, and recitation. She had not long been in office on the occasion of my visit. I heard her give a bright, clear, and attractive lecture on mental science to the students of the second year, who were attentive and seemed to appreciate it.

It would be a change for the better if the complete charge of the women were handed over to Mrs. Henry. This would relieve Mr. Quine of a heavy amount of work, which must embarrass him in discharging his duties as master of the large board school, which serves likewise as a practising school; and it is obviously more suitable that the women students should be superintended by a teacher of their own sex. The arrangements for the practical training of the students are, as far as they go, satisfactory. They are, however, limited. If they were extended so as to afford a wider area of observation to the students, the professional instruction would gain considerably. There is now too much of actual practice, and too little, if there be any at all, of quiet observation of different methods of school management.

It is satisfactory to know that the committee are alive to the great importance of a hostel or house of residence in which the discipline and general well-being of the normal students could be better maintained than is possible under the lodging-house system.

Those present at the meeting of the committee:—

W. M. Hicks, Esq., principal.	The Rev. J. Gilmore.
T. R. Blakiston, Esq., H.M. Chief Inspector.	T. Newton Coombe, Esq.
Dr. H. Sorby, F.R.S.	E. Dorey, Esq.
	Mrs. J. W. Wilson.

W.S.C.

Report, *for the Year* 1894, *by the* Hon. Mrs. Colborne, Directress of Needlework.

My Lords,

I have the honour to submit my annual report on the needlework of the students in training colleges, of acting teachers, of pupil-teachers, and of a section of the children attending the public elementary schools.

The number of students and acting teachers (England and Wales) examined for certificates in June and December 1894 was 7,082; these figures show an increase—340—on the totals of 1893.

The average marks gained by the students varied but slightly from those of 1893; those of the acting teachers were 5 per cent. higher than in 1893.

The general quality of the test exercises in cutting-out or pattern-making was higher than in former years, and showed more practical knowledge of the subject.

This branch of the needlework syllabus is of an importance as great as that of dexterity in the use of a needle; indeed to teachers of needlework a fair knowledge of cutting-out is essential, and it is with satisfaction, that I note the decided advance, which has been made in the subject.

Two examinations of Queen's scholars took place in 1894; 5,912 candidates were examined in July and 5,029 in December. The average marks at the July examination were 59·9; this is an improvement on those of 1893, but a higher standard of merit ought to be aimed at; the quality of the work was generally poor, and indicated very imperfect preparation. A short syllabus of the needlework exercises, on which the tests are based, was issued last year; candidates ought, therefore, to master these requirements before presenting themselves at the Queen's Scholarship examination.

As soon as a more satisfactory knowledge of needlework has been reached by pupil-teachers (at the close of their apprenticeship), I shall have the honour of suggesting to my Lords many alterations and modifications in the needlework syllabus for college students. During the second year of their training, it is desirable that students should spend a larger proportion of the time devoted to needlework in acquiring skill in teaching rather than in practising the art of sewing. This change cannot, however, be made until candidates show, on entrance into college, that they are tolerably proficient in the subject.

127,968 needlework specimens, from 2,261 schools, were examined during the past year. The higher grant was awarded to 1,331 schools (girls and infants'), the lower grant to 895, whilst 35 were either classified as "moderate" or as "failures." The quality of the work was, on the whole, satisfactory, especially the cutting-out exercises, which have evidently been popular with the children. In the larger schools, where the staffing and the general equipment are adequate, little difficulty is found in carrying out the requirements of Schedule III., but in schools with a staff at its minimum, and with, it may be, many half-time scholars on the books, it occasionally happens that the demands of the syllabus can only be met after undue pressure both on teachers and children. It has therefore been decided to decrease the amount of finished needle-

work (garments, &c.) required from the children, and in schools where needlework is not taken as a class subject several of the cutting-out requirements have been omitted.

These modifications will afford substantial relief to teachers.

I beg leave to submit to my Lords the special reports on the Training Colleges.

I have the honour to be, &c.

RHODA E. COLBORNE.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORTS ON THE TRAINING COLLEGES, 1894.

BISHOP'S STORTFORD.

Second Year Students.

The needlework lessons were this year given to children drawn from the practising schools. The lessons were, in general, good practical ones, well suited to the children's capacities.

First Year Students.

Many of the papers on gusset-making were excellent, the paper patterns were cut with care but the needlework exercise was only partially completed.

BRIGHTON.

Second Year Students.

A large proportion of the patterns and stocking-web darns were excellent, but in many cases the plain darning of a hole was not satisfactorily carried out.

First Year Students.

The theory papers of this college deserved high praise (two alone falling below excellent), in the practical work both the chemise patterns and the actual needlework were very satisfactory; the hemming, however, showed weakness.

BRISTOL.

Second Year Students.

The demonstration lessons reached a very fair standard of efficiency, but they were not distinguished by great brilliancy. The exercises of the certificate examination were well done; they showed care and finish.

First Year Students.

Few of the theory papers rose above good, the notes of a lesson on the gusset were meagre, and the diagrams were poor. The needlework exercises were satisfactory, but greater finish should have been shown in the paper patterns.

CHELTENHAM.

Second Year Students.

The teaching skill of the students was proved by the excellent lessons they gave; their blackboard illustrations were also most satisfactory. The darning exercises at Christmas were somewhat weak.

First Year Students.

The needlework papers were well written, but the diagrams were seldom more than fair. The Christmas work was very satisfactory.

CHICHESTER.

Second Year Students.

The general character of the students' teaching was very satisfactory; their practical work was also very good, and some of the paper patterns at the certificate examination were excellent.

First Year Students.

The needlework exercises showed care and neatness, though the stitches were somewhat poor; good marks were gained by the paper patterns.

DARLINGTON.

Second Year Students.

The oral examination was very satisfactory; great improvement in the quality of the test exercises was shown at the Christmas examination, the patterns in the majority of cases being excellent.

First Year Students.

The standard of work attained by the students is very satisfactory; all the patterns and many of the needlework exercises were excellent. The illustrations and notes of a lesson on pleating were somewhat weak.

DERBY.

Second Year Students.

The teaching was bright and intelligent; all essential points in a lesson were well demonstrated and carefully explained, and were illustrated by sensible diagrams.

First Year Students.

The Christmas work was well done; the theoretical examination was also very satisfactory.

DURHAM.

Second Year Students.

The students gave some excellent lessons, which they illustrated by good diagrams. Their finished work was also very satisfactory; but at Christmas the test exercises in darning were somewhat weak.

First Year Students.

The patterns were well proportioned and of good shape; the needlework, with the exception of the buttonholes, being equally satisfactory.

EDGEHILL.

Second Year Students.

For several years the needlework instruction at Edgehill has been given by a most able and efficient teacher, Miss F. Fuechsel, who is at present working at Cape Town. The duties of the post are now being discharged by a "successor" in every way worthy of her predecessor; no falling off in the quality of the students' teaching was observable, and their practical work was very satisfactory.

First Year Students.

The questions on needlework were well answered, and the test exercises were well carried out.

HOME AND COLONIAL.

Second Year Students.

The standard of efficiency reached by the students at the oral examination was very fair but weakness was shown in the execution of many of the test exercises.

First Year Students.

The written matter in the needlework papers was good, but the diagrams were poor; the needlework tests showed care and neatness.

HOMERTON (CAMBRIDGE).

Second Year Students.

A higher standard in teaching skill should be aimed at by the students; several of the lessons were wanting in method and in definite information.
The exercises sent up at Christmas were very satisfactory.

First Year Students.

The theoretical and practical parts of the needlework examination were equally satisfactory.

LINCOLN.

Second Year Students.

The needlework of this college (including pattern making) deserved high praise. The oral examination was also most satisfactory.

First Year Students.

Good practical directions in gusset-making were given in the needlework papers. The test exercises were well done, but the amount completed was small.

LIVERPOOL.

Second Year Students.

The students had evidently worked steadily throughout the year; their Christmas work was very satisfactory, the cutting-out exercises showing marked improvement.

First Year Students.

The theoretical papers averaged fair; the exercises in needlework and cutting-out were very good.

NORWICH.

Second Year Students.

The teaching skill of the students had greatly increased; many of the lessons were exceptionally good.

The examination in actual needlework did not, however, produce satisfactory results; the drafting was very poor.

First Year Students.

Weakness was shown in the theoretical and practical parts of the examination.

OXFORD.

Second Year Students.

The results of the examination in teaching were most satisfactory. The exercises in needlework and cutting-out were also executed with great care, and showed that the students' knowledge of the subject was thoroughly practical.

First Year Students.

High marks were gained by the students in both branches of their examination. The needlework was very good, and their papers were written in a sensible way and were illustrated by good diagrams.

RIPON.

Second Year Students.

Last autumn the students gave their lessons to children selected out to classes of fellow students; the results were very satisfactory; the average marks gained were 84 per cent.

The Christmas tests also showed decided improvement on those of last year.

First Year Students.

The written and the practical work of the junior students showed weakness.

SAFFRON WALDEN.

Second Year Students.

The high standard reached in late years by students of this college was fully sustained at the examinations of 1894; the lessons were thoroughly good ones, and the needlework and pattern making deserved praise.

First Year Students.

Good papers, but rather poorly illustrated. The test exercises at Christmas were well done, but were often only partially finished.

SALISBURY.

Second Year Students.

The high standard reached in late years by students of this college was fully maintained at the examinations of 1894, the lessons were thoroughly good ones, and the needlework and pattern making deserved praise.

First Year Students.

Good papers, but rather poorly illustrated. The test exercises at Christmas were well done, but were often only partially finished.

SOUTHLANDS.

Second Year Students.

Weakness was shown in the Christmas tests; in some cases the learning exercise was only partially done and the second lesson was not attempted. The oral examination was very satisfactory.

First Year Students.

The needlework papers were well written, and the test exercises showed some excellent needlework.

STOCKWELL.

Second Year Students.

Both branches of the examination were most satisfactory. The class lessons were distinguished by thoroughness.

First Year Students.

The test exercises were well done, but in many cases only a small portion of the exercise was completed. The papers gave accurate and clear explanations, and were illustrated by good diagrams.

SWANSEA.

Second Year Students.

The work at the certificate examination was excellent; the oral examination was equally satisfactory.

First Year Students.

Good marks were earned by the students at the theoretical and at the practical examinations.

TOTTENHAM.

Second Year Students.

The students taught with vigour, illustrating their lessons by good diagrams. Their certificate examination work was very satisfactory; few of the patterns were below excellent, and the greater number of the darning exercises were thoroughly well done.

First Year Students.

The theoretical questions were correctly answered, but in several cases too much time had been spent on introductory matter, the real subject of the paper thus receiving less attention than it deserved. The cutting-out exercise was good, but the needlework exercises did not gain very high marks.

TRURO.

Second Year Students.

The students distinguished themselves both at the oral and practical examinations by the high quality of their work.

First Year Students.

The general character of the test exercises was very satisfactory. The papers were well and carefully written; great improvement in the diagrams.

WANDSWORTH.

Second Year Students.

The average quality of the demonstration lessons was rather higher than last year, but there was a falling off in the quality of the test exercises; the darns were very poor, in many instances no attempt had been made to do the stocking-web darn; marks were thus lost for industry.

First Year Students.

Good diagrams illustrated carefully-written papers, but the stitches in the needlework exercises seldom rose above fair.

WARRINGTON.

Second Year Students.

The students passed a very satisfactory examination in teaching; their certificate examination work was equally good, many of the paper patterns and darns were excellent.

First Year Students.

Excellent diagrams and well-expressed papers; the needlework exercises were also carried out with care and neatness.

WHITELANDS.

Second Year Students.

Much of the certificate examination work was excellent, but a few of the darns earned such low marks that the general average was considerably lowered.

First Year Students.

The needlework of the test exercises was very good, but many of the paper patterns were only fair.

DAY TRAINING COLLEGES.

ABERYSTWITH.

Second Year Students.

The students gave good practical lessons. The needlework exercises were carried out with neatness ,but they did not reach a high standard of merit.

First Year Students.

The needlework papers were well written, and the test exercises at the certificate examination were worked with care.

BIRMINGHAM.

Second Year Students.

The results of the practical part of the examination were not quite as satisfactory as were those of the oral examination ; the lessons were generally very good, and were well illustrated on the blackboard.

First Year Students.

The answers to the questions on needlework were not sufficiently concise, and the diagrams were often very poor. The work was neatly done at the certificate examination.

BRISTOL.

Second Year Students.

The teaching power of the students was very limited ; they talked to their pupils rather than taught them, and did not show much readiness with the blackboard.
The practical needlework was good, and the finished diagrams very fair.

First Year Students.

The needlework papers and exercises seldom rose above fair.

CARDIFF.

Second Year Students.

There was considerable improvement in the teaching powers of the students, and their blackboard work was more satisfactory. Weakness is, however, still shewn in paper-pattern drawing and cutting out. More attention to this branch of the needlework schedule should be given by pupil teachers during their apprenticeship. The needlework tests were generally well done.

First Year Students.

The diagrams in the needlework papers were poor ; the actual stitches in the test exercises were good, but the general results of the examination were only fair.

MANCHESTER.

Second Year Students.

The lessons were wanting in conciseness ; greater readiness in dealing with the subject of instruction must be aimed at. There was good practical work in the garments and specimens.

First Year Students.

A fair average of marks was earned by the junior students ; the test exercises were generally well done.

NEWCASTLE.

Second Year Students.

The students succeeded in awakening among their pupils a lively interest in the various class lessons. The cutting-out lessons were particularly good. Careful attention had been given during the year to the needlework exercises, and every student had received thorough instruction both in the theoretical and practical parts of needlework.

First Year Students.

The junior students' work was well done, and their papers were written with care.

NOTTINGHAM.

Second Year Students.

Many excellent lessons were given by the students; their practical work had also received due attention and deserved good marks.

First Year Students.

The needlework questions were well answered; many of the diagrams were excellent. The test exercises were satisfactorily carried out.

SHEFFIELD (FIRTH COLLEGE).

Second Year Students.

The results of the examination in practical needlework were less satisfactory than those of the oral examination. There was a great lack of finish and neatness in the needlework exercises, and the paper patterns were very faulty.

First Year Students.

Weakness was shown in the papers and in the needlework exercises; few could be classed higher than fair.

REPORT, *for the Year* 1894, *by* SIR JOHN STAINER, *Inspector of Music, on the Examination in Music of the* STUDENTS *of* TRAINING COLLEGES *in* ENGLAND AND WALES.

MY LORDS,

IN previous reports which I have had the honour to present to your Lordships I have from time to time alluded to the efforts which my assistant and I have made to improve the selection of songs sung by students in Training Colleges. We have always considered the proper rendering of a song an important portion of our examination, as giving us an opportunity of discovering the presence of taste and feeling in the singer, qualities not, of course, to be found out by the various technical tests to which each student is put. For many years there has been a steady improvement, not only in the class of songs sung to us, but also in the manner in which the songs are rendered.

There is another reason why the proper rendering of good songs by students in Training Colleges should be encouraged. The culture of the higher musical sentiment must inevitably leave its mark on the character and the rendering of music chosen by them for use in elementary schools when they become teachers.

I do not mean to suggest that the class of songs that we now hear at our college examinations would be suitable to school children: I merely wish to emphasize the fact that the artistic training which our students now receive in the study of good songs individually and of good choral music in classes is a valuable element in their preparation for school teaching. There can be no doubt that the selection of proper music for school use is a task of considerable difficulty. Until recently the supply was more or less limited, and certainly much of it was of an inferior quality; teachers were almost forced to teach a good deal of very poor music set to equally poor words. It is to be feared that this fact caused a wrong ideal of "the best school song" to be set up. But there is now no lack of supply of good and suitable music for schools, a large literature of such songs has lately come into existence, and it is becoming daily more extensive. It is clearly, then, the duty of teachers to pay especial attention to this subject.

There is, of course, the possible danger that in making an effort to improve the type of school songs, our teachers may select music of a too advanced character. It would, no doubt, be regrettable if school music were "above the head" of our children, but of two evils, it would be certainly preferable that the music should be too advanced or "adult" than weak and silly, especially when it is considered that every tune which is thoroughly taught to a child will probably be fixed in his memory for life.

In making choice of school songs a teacher should not pause to consider the nationality of the song or its composer; both Germany and France possess many hundreds of simple and beautiful tunes admirably adapted to school use, and it would be the most foolish of the many existing false notions of patriotism to exclude such songs or even to use them sparingly. Though the literature of English national songs is remarkably extensive

and replete with fine examples, a close study of them proves that comparatively only a small number are suitable for school use. This arises from various causes, of which only a few need be stated. It is well known to teachers that school songs should not have a very extended compass. When a large number of children are singing together there must necessarily be among them many who cannot sing very high and many also who cannot sing very low. It is most important that the voices of such children should not be "strained" in either direction, songs of a medium compass are therefore a necessity. But, unfortunately, it is one of the characteristics of many of our old English songs that their range is often excessive, very commonly an octave and four notes, frequently a twelfth, and I have noted a large number which actually extend to a compass of 13 notes.

But even if old songs of a suitable vocal compass are selected, we still have to face the difficulty of finding new sets of words for the old tunes, new linings for these cherished old garments, owing to the fact that so many are aimed at political events of their period, events of which an ordinary school child has now no knowledge and in which he can take no interest, and also, because their keen and often clever satire is couched in the most unparliamentary language. A large and very beautiful group of our songs were merely vehicles for the interchange of (the usual) compliments between the everlasting Phillis and Damon, or, Chloe and Corydon. But many of these have been revived in a form suitable to children. A vast number of our national songs are devoted to the subject of hunting. It is not quite in my province to give an opinion on this matter, but I should think that fox-hunting is not a subject on which it is advisable to concentrate children's thoughts, even if the methods of the sport had remained unchanged. But they have changed: I am no sportsman myself, but I am not aware that hunting-men are now roused out of bed at daybreak by the blowing of horns under their windows or that they return after an enjoyable run to sit down to dinner at 12 o'clock. With regard to the drinking songs, of course temperance words might be set to them, as has been done with some of our old English glees, but the result always sounds to me rather incongruous. Even the sea-songs have to some extent grown out of date, a large number of terms, and the expressions grouped round them, which were familiar to sailors on wooden sailing ships, would be quite unintelligible to a man on board one of our ironclads. I suppose even the well-worn phrase "Hearts of oak" will eventually have to be converted into "Plates of steel."

But a considerable amount of interest has been lately taken in the preservation of our national songs, and I have no doubt our editors and publishers will bear in mind the needs of our little school children for simple melodies with good straightforward words.

I do not think it would be wise to issue, from time to time, an authorized list of songs to be used in schools, or even, to be prepared for the musical examination of Her Majesty's Inspectors. The inconvenience and the difficulties of such a course are obvious to anyone acquainted with our school system. But if our teachers will give this subject the attention it deserves, and will exercise a wise discretion in the selection of school songs, if they will treasure the old without distrusting the new, the children under their charge will take much more interest in their lessons and derive much more benefit from them. A really musical teacher could find much to tell the elder children concerning the hymn tunes or secular songs about to be learnt by them—the various characteristics of the melodies of different nations—the

gradual evolution of melodic form as shown by the introduction of contrasted phrases, and by the introduction of modulation, the musical *expression* demanded by each tune, the methods used for vocal expression—and many other collateral subjects which, though they may look very learned on paper are quite capable of being explained to the simplest mind in the simplest language. The music lesson in schools is always one in which children take a lively interest, but there is no reason why it should not be made at the same time at least as instructive and improving as a lesson on any other subject.

I am, &c.,
JOHN STAINER.

TRAINING COLLEGES FOR MASTERS.

BANGOR (NORTH WALES, CHURCH).—A very satisfactory examination on the whole. The sight-reading was good, and a capital selection of songs had been prepared. But the ear-tests were generally poorly answered; better results would have been obtained if the answers had been smarter, a long excogitation rarely leads to correct answers to ear-tests. The combined choral classes gave a really excellent rendering of a portion of Mercadante's *Mass in E flat* for male voices.

Mr. McNaught reports:—

"BANGOR (British and Foreign School Society's).—The second-year students were not a very good set. There were no failures, but the fluency usual in the examinations in this college was absent. The songs were well selected and very carefully prepared. The six-eight time was weak. Other exercises were better but somewhat laboriously done. Both years' students combined to give an excellent performance of Mendelssohn's *Antigone* music, the music teacher himself reciting the dialogue."

BATTERSEA.—All branches of work had been carefully prepared; none were below the mark, some much above the average. I never had better sight-reading in the minor key; of the students which I examined I think only one or two failed to sing these tests perfectly correctly. The seniors, assisted by admirably-trained boys from the practising school, gave a very creditable rendering of Mendelssohn's Psalm *As the Hart pants;* the juniors (a very promising set) sang two part-songs with much taste. The selection of songs was all that could be desired.

Mr. McNaught reports:—

"A good average result. There was at times a disposition to 'rush' over the bridge-notes in the tonic sol-fa tests, and the six-pulse time was not always clearly sung. The songs were good and were generally well sung."

Mr. McNaught reports:—

"CARMARTHEN.—The musical work of this college is ably managed. In the individual examination a great proportion of the students obtained full marks, every point having been well prepared. Perhaps the most striking features of the work were the excellent performance of a choice selection of songs, and especially the rendering of a *Messe Solennelle* by B. C. Fauconier."

CHELSEA.—The students had been carefully prepared and showed no weak point. Good songs were well sung, and always to the pianoforte accompaniment of a fellow-student. At least 20 men were capable of

accompanying songs nicely, a proof in itself of the general musical taste of the men. The choral classes were as usual splendidly drilled, and they sang with dash and courage as well as with great refinement. The juniors sang five part-songs by Hatton and others; the seniors first sang Schubert's difficult eight-part setting of Goethe's words, *The Soul of Man is like unto the Waters*, and afterwards Mercadante's *Mass in B flat*. It is impossible to speak too highly of the performance of the senior choral class, it was admirable and charming. Two students played the organ very meritoriously.

Mr. McNaught reports:—

"In the individual examination the senior students did not quite reach the standard of recent years, but the work was well prepared all round. As usual, the songs were as well selected as they were carefully performed. But the most noticeable part of the work submitted was the surprisingly accurate and expressive performance of the Schubert chorus referred to above. Few choirmasters would care to submit their choirs to such an exceptionally severe test."

CHELTENHAM.—The students examined by me were excellently prepared in their sight-reading, but showed a good deal of hesitation in answering ear-tests. Though, with few exceptions, not blest with very good voices, the men deservedly gained a high average of marks. The choral class of seniors sang, amongst other things, Dr. Mee's cantata *Delphi* very creditably; the juniors sang some part-songs, and also Schubert's *Great is Jehovah the Lord*. The latter is rather difficult for first-year men, but it was, on the whole, satisfactorily rendered. This college still maintains its band; a piccolo, two flutes, a clarionet, bass euphoniums, and eight strings played very spiritedly the overture to *The Caliph of Bagdad*. The result showed that the men were painstaking and zealous and their teacher well up to his duties.

Mr. McNaught reports:—

"A fair result all round. Most of the songs were good. The time tests were sung pretty fluently. The ear work was not quite so satisfactory. Some of the choral music was excellently performed. Altogether there is plenty of musical life in the college."

CHESTER.—With but few exceptions I found the men well up to their work. Perhaps there was a general tendency to answer the ear-tests with some hesitation, but there could be no doubt as to the amount of careful preparation the students had received. The choral classes in combination gave an admirable performance of Wagner's choral-work *The Holy Supper*. The difficulties of this cantata are well known to all who have had an opportunity of hearing or studying it; many choral societies have been baffled in their attempts to master it. It is therefore highly creditable to this college to have given it such a worthy rendering. Great credit is due to the conductor; nor should the assistance of the Principal pass without honourable mention; he accompanied the whole most skilfully on the pianoforte.

Mr. McNaught reports:—

"The average result was good. The tune tests were sung fluently by the most capable, but some students had acquired a knack of saying sol-fa syllables faster than they could conceive the corresponding sounds, and thus made their own tune. The time was generally sung correctly. Ear work was not a strong point. The songs included 15 by Franz, a notable modern song writer whose compositions are rarely heard in a training college. All the songs had been carefully studied. The performance of the cantata was simply remarkable in view of its well-known difficulties."

Culham.—The only fault I had to find in the examination of the men individually was a general uncertainty in the singing of the minor mode, especially the ascending minor scale; in other respects everything was satisfactory. The seniors and juniors accompanied by strings, a flute, and pianoforte, gave a really excellent performance of Mee's cantata *Horatius*. The pitch was admirably maintained, and the dramatic force of the words most spiritedly rendered.

Durham (St. Bede's).—Certain circumstances had acted unfavourably on the musical training of the students, but I am glad to say difficulties are being cleared away, and I am hopeful for the future. The results of the present examination, although far from as good as could be wished, were nevertheless distinctly an improvement on those of last year, and as the musical training of the men is still in a transition state, I think any criticism of details would be unnecessary and unfair both to men and teachers. The combined choral classes sang Mendelssohn's chorus *Thou comest here to the Land* very well indeed; and the juniors, assisted by a string quartet, in which the vice-principal and a tutor took part, gave a capital rendering of the first chorus of Mee's *Delphi*.

Mr. McNaught reports:—

"Exeter.—The students were well prepared to sing from either notation, and well armed to meet every difficulty. The songs were most carefully got up and were well selected. A proof of the thorough and persevering practice that had been bestowed on the musical work was afforded by the fact that even the students with small capacity contrived to answer ear-tests. The rendering of the six-eight time deserves recognition. Both years' students combined to give an admirable performance of Mee's cantata *Delphi*."

Hammersmith.—The men were not a very musical set, but on the whole did fairly well. The six-eight time and the ear-tests were not quite up to the mark, and when singing their songs the soloists seem to take a malicious delight in cutting out the rests. The senior choral class sang Kalliwoda's motet *Libera me, Domine*, and Raff's part-song *Fisherman's Song* very creditably. The juniors, partly owing to smallness of numbers (18 only), and partly to want of good voices, were not very successful in their attempts.

Isleworth.—The examination was quite satisfactory. The only weak point was the sight-reading of six-eight time, in which many of the students exhibited a want of facility. The material at the disposal of the conductor did not permit of an even balance of parts in the choral classes, but nevertheless the seniors gave a very meritorious rendering of Alice Mary Smith's cantata *The Little Baltung*, the effect of which was considerably enhanced by a small band of 10 string-instruments and two flutes, gathered solely from among the men and the tutorial staff of the college. The juniors sang the madrigal *How merrily we live*, and Mendelssohn's part-song *Far over Hill* very creditably.

Mr. McNaught reports:—

"The sight singing was sometimes marred by a tendency to sing too quickly, the time especially suffering. The students were, however, a capable set, if not so good as previous examinations at this college have led us to expect. The preparation of the songs was careful. The choral selection was performed with intelligence and point."

Peterborough.—I found an exceptionally good set of men in this college, both as regards voices and training. The weak specimens were

a very small minority, and they had received such special training as to bring them up to a fair standard of proficiency; there can be no better proof of the teacher's skill and conscientious work. The seniors and juniors in combination gave a very excellent performance of Mee's *Horatius;* the attack was good and the pitch uniformly well maintained. In addition to their preparation for this examination, the students had, I was informed, taken part in the *Elijah* and *Judas Maccabees* when performed at the local musical festival.

SALTLEY.—The result of the examination was highly satisfactory; all the work was up to a good standard in every branch. Although there were not as many good voices among the senior students as I have often previously found, the juniors (who show great promise) and seniors, in combination and separately, fully maintained the high reputation of the choral performances of this college. The seniors sang the chorus from *Die Zauberflöte*, "Oh, Isis and Osiris"; the juniors sang some part-songs, and afterwards the whole of the students gave a spirited rendering of Mee's cantata *Delphi*, accompanied on the organ and a pianoforte.

Mr. McNaught reports:—

"The few students I was able to examine did all their work well. The songs were particularly good."

WESTMINSTER.—The men were of very unequal merit. Some were much above the average, one in particular held a musical diploma from one of our best institutions, whilst several were so backward as only to pass with a perilously small margin of marks. On the whole the examination was satisfactory, but there was a good deal of stumbling over the sight reading of six-eight time, and the ear-tests were rarely answered smartly or correctly. The combined choral classes, senior and junior, gave an excellent rendering of the choruses of Mendelssohn's *Antigone*. Both as to attack and correctness it was all that could be desired, but the men evidently found it difficult to restrain their enthusiasm in the softer and more delicate passages.

Mr. McNaught reports:—

"The preparation seemed to have been hurried. The songs were well selected, but often somewhat loosely sung without regard to appropriate expression. The sight tests in tune and time were unequally rendered, some students doing very well and others, apparently naturally capable, not having given sufficient attention to the preparation. The choral performances were in many respects excellent."

Mr. McNaught reports:—

"WINCHESTER.—The senior students were not a first-rate set. In the tune and time tests they often showed a tendency to beat and sing too quickly, and therefore to stumble. Otherwise the results were fair. The songs were good and were well sung. A selection of unaccompanied four-part songs was agreeably sung by the senior students. Owing to the examination taking place earlier than usual there had not been time to prepare the junior students in part singing. Two senior students each played very creditably on the chapel organ a prelude and fugue by Bach."

YORK.—The work was quite satisfactory with the exception of the ear-tests, which were not smartly answered. Excellent songs had been selected, and were for the most part well sung. The junior choral class sang some glees and part-songs; the seniors gave a thoroughly good performance of Prout's cantata *Damon and Phintias.*

TRAINING COLLEGES FOR MISTRESSES.

Mr. McNaught reports:—

"BISHOP'S STORTFORD.—The seniors were far from being a brilliant set, but there had been capital preparation. Seventeen students sang from tonic sol-fa and 13 from the staff. Some of those who took the staff shrank from sol-faing, preferring to rely upon natural ability to realise the ups-and-downs of the tune tests. The six-eight time was sometimes shaky. The songs were good and were well sung. I noted, too, that the beating was satisfactory. The first-year students sang five two-part songs very pleasantly, and the second year students gave an excellent performance of *The Spanish Gipsies*, a light cantata by Dr. Chas. Vincent."

"BRIGHTON.—All the work was admirably done. There were absolutely no weak points. Even the students with limited gifts had been carefully coached to the utmost of their capacity. Songs and their execution were alike excellent. Praise must also be given to the choral performances, especially of the second year students in a pretty cantata *The Minstrel Prince*, by Roeckel. The attack, precision, and tone were excellent. The first-year students did not promise to be so good. It will probably be difficult for this college to come up again to the high standard of this year's examination."

"BRISTOL.—By no means a good set of senior students. Many were extremely slow in applying sol-fa syllables to the staff. Such skill as they had attained would be of little use to them. The best students did their work capitally, 15 out of 37 securing full marks. Six-eight time and naming by ear were the weak points of those who did not reach the highest standard. The selection of songs was fairly good. The juniors sang three part-songs nicely, and the seniors performed *The Elfin Knight*, a cantata by Gibsone, very creditably."

CHELTENHAM.—In the individual examination I noticed a general deficiency in beating of time, both in the sight-reading tests and in the time tests. The selection of songs might have been better; some very poor specimens were included. With these exceptions I was very well satisfied with the result. The whole of the students together sang "He shall feed his flock," as an example of the method here adopted of teaching oratorio songs; this method has long existed in some of our best cathedral choir schools, and I think it might often be found useful in our training colleges. Afterwards, Abt's cantata *The Seasons* was very creditably rendered by the senior and junior students combined.

Mr. McNaught reports:—

"CHICHESTER.—At the individual examination the seniors often hesitated in applying the sol-fa syllables to the staff. The minor key exercises, however, were generally well done. Ear exercises and time exercises were fairly well done. Songs were well selected—several of the best composed by Rubinstein were included—and were adequately sung. The part music was nicely sung. The juniors sang two easy trios and the seniors *The Golden Rose*, a cantata by G. F. Hatton."

DARLINGTON.—The students, with but few exceptions, did not use the sol-fa names readily, and the ear-tests might have been better answered. But I think that as a body they were not musically quite up to the standard this college has generally reached; such variations in the quality of the material placed in the teacher's hands must of course be occasionally expected. The junior choral class sang two part-songs very correctly and tastefully; the seniors gave a very fair performance of Bendall's cantata *The Lady of Shalott*. The songs were well chosen, and had been very carefully prepared.

DERBY.—The students had evidently worked very hard; I could not trace any special musical ability in them, yet they passed on the whole a highly satisfactory examination. The choral classes sang very tastefully and correctly a selection of part-songs and trios by Smart, Mendelssohn, Hatton, Pinsuti, Barnby. Some of the songs sung by the seniors were hardly worth the trouble they had bestowed upon the preparation.

Mr. McNaught reports:—

"DURHAM.—The examination was prepared for most minutely. Every point had been thought out, and the weaker students had been carefully taught all they could take in. The songs formed an admirable selection, but some were perhaps too difficult for the students who had worked at them. Great pains had been spent by the students of both years in preparing the rather difficult work, *The Wishing Bell*, a cantata by Barnett. This work was most commendably performed."

LIVERPOOL (Edge Hill).—The weak point in the individual examination was the ear-tests; they were rarely answered without much hesitation and apparent calculation. In the sight-reading, too, I noticed a bad habit of pulling up at a modulation. With a few exceptions, which I pointed out, the songs were well selected. The choral classes, in conjunction with the male students of the Liverpool Day Training College, gave a highly creditable concert in the large recreation room, which lasted for an hour and a half. The tenors and basses were rather overweighted by the more numerous female students of Edge Hill, but, on the whole, a most creditable rendering of Jensen's cantata *The Feast of Adonis* was given. The junior students of Edge Hill deserve great credit for their performance of Brahms' *Ave Maria* and Schumann's *Of loving Will the Token;* the seniors sang Smart's *Heaven* charmingly. The male students of the Day Training College, besides giving good help in several of the concerted pieces, sang by themselves Becker's part-song *On the March*. Several songs were sung by students of both colleges, and a pianoforte piece was contributed by the able teacher of Edge Hill.

Mr. McNaught reports:—

"I examined about a fourth of the senior students. The sol-faing was not first rate, but it was good. The songs I heard were very well sung. The choral music was very creditably performed. No pains had been spared to make the concert a success."

GRAY'S INN ROAD (Home and Colonial).—A very good standard was reached by the majority of the students; several who had entered in a very backward condition, musically, had received special attention. Beyond a little uncertainty in the six-eight time, I had no fault to find. A charming selection of songs was presented, and many were sung with great taste. The senior choral class gave a thoroughly good performance of Somervell's cantata *Joan of Arc;* the juniors sung the duet *Pluck ye Roses* (Schumann), and the song *The First Violet* (Mendelssohn) remarkably nicely.

Mr. McNaught reports:—

"The sol-faing was pretty generally fluent; the ear exercises were not very ready. The six-eight time was fairly good, and the beating of time was satisfactory. The songs could hardly have been better chosen. Some of the finest songs ever written were included. The choral performances were first rate, and worthy of the excellence of the music selected."

Lincoln.—The musical examination in this college always shows such admirable results that my report is usually nothing more than a reiteration of former commendation. It would indeed save some trouble if my annual compliments were to be kept up in type! On this occasion the various tests were mastered without any apparent difficulty, and all the students save one secured full marks. The evening before the examination the students gave a charming concert; the programme (which contained quite enough material for two or three official inspections) included Mendelssohn's trio and chorus *Hearts feel that love Thee*, sung by the juniors, and his motet, *Laudate pueri Dominum*, by the seniors, and Myles Foster's cantata *The Bonnie Fishwives*, sung by the whole body.

Liverpool (Mount Pleasant).—The work had been carefully prepared in every branch: the only fault I had to find was a certain slowness and hesitation both in the sight-reading and ear-tests. The choral classes sang, as usual, with remarkable taste and precision; the programme included part-songs by Geibel, Mendelssohn, Smart, Reinecke, and Barnby, and the overture *Fingal's Cave*, by eight hands, very nicely rendered. The songs were well selected, and in every way the result was highly praiseworthy.

Mr. McNaught reports:—

"Every point of the examination had been thoughtfully prepared for. Not a few of the students had only small capacity, but the most had been made of their limited powers. The songs were often very well sung. The choral performances were, as usual, highly satisfactory."

Norwich.—The students were well up in their work, with the exception of the beating and singing six-eight time. The quality of the tone of the choral classes was excellent. Amongst the pieces selected for the seniors I was especially pleased with the rendering of Hiller's trio *He in Tears that soweth*. The juniors sang several trios, including *Lift thine Eyes*, capitally.

Oxford.—The students of both years sang some part-songs by Smart, Schumann, and Raff charmingly. The individual examination proved that all had been most carefully trained; the answers to the ear-tests were generally very ready and correct, and the sight-reading showed excellent attack. A special word of praise is deserved by the teacher in this college for the attention given to the voice production of the students; they sang with a full free tone, and the enunciation of the words was all that could be desired.

Mr. McNaught reports:—

"Ripon.—On the whole a satisfactory examination. The students were not quick in sol-faing, but they were generally correct. The new teacher, who has in use some thoughtfully devised plans for assisting students to read the staff on the movable Do method, will probably produce even better results in the future. Most of the songs presented were of a good type, but some were of the weak sort, from the practice of which students lose rather than gain. The choral work was capital all round. The senior students sang *The Bonnie Fishwives*, a cantata by Myles Foster, with taste and refinement, and the juniors submitted an ample programme of two and three-part songs, to which they did full justice."

"Saffron Walden.—All the work had been carefully prepared. The sol-faing was as a rule excellent, and the ear-tests were well understood. The song list was an irreproachable one. The students knew their songs well and often sang with refinement and always with care. Both years' students com-

bined to give a performance of *The Fairies' Spring*, a cantata by F. H. Cowen. This work was executed with commendable spirit and expression. The seniors also sang from memory *When Evening's Shadows*, a trio by G. H. Fischer."

"SALISBURY.—The students here had been industriously prepared in both notations. The sight reading was slow but fairly correct, the minor mode tests giving most trouble. The time-tests and beating were well prepared for and the ear tests were generally well answered. The songs were of a mixed character; 10 at least of the 40 presented were of a kind to be avoided for the purposes of this examination. The execution, however, was generally good in expression and delivery. Most of the students could play the pianoforte. A long programme of choral works was very satisfactorily performed. *The Village Queen*, a cantata by Dr. Vincent, was the most important item. This work was very creditably performed."

SOUTHLANDS.—With the exception of a little hesitation in singing six-eight time the students passed an excellent examination. The songs were well chosen and for the most part well sung. A considerable portion of the students had some genuine musical taste as well as voices of very sweet quality and extended compass; in consequence, the singing of the senior choral class was much above the average, their rendering of Smart's cantata *The Fishermaidens* was admirable. The junior choral class had amongst its members some excellent voices, and they sang excellently *The Lord is my Shepherd* by Schubert, and the chorus *Bring we the Blossoms* from Schumann's *Paradise and the Peri*.

Mr. McNaught reports:—

"A good proportion of the students showed first rate capacity and acquitted themselves admirably. The six-eight time-tests and the ear-tests revealed some weakness. The song list was a satisfactory one and the singing was often very good. I have often heard first-rate choral performances at Southlands, but I think that on this occasion the execution of the cantata was beyond all the previous achievements of this college."

STOCKWELL.—The students had been excellently trained and the result of the examination was highly satisfactory. The answers to the ear-tests were remarkably quick and correct, and the songs, which were all of the best type, were carefully and tastefully sung. The senior choral class gave a creditable performance of Franz Abt's cantata *The Golden City*; the juniors sang some duets by Smart very nicely.

Mr. McNaught reports:—

"In the individual examination the ease with which the six-eight time tests were performed deserves high praise. Other points were almost equally good. The songs are always well selected at this college, and on this occasion they were often admirably sung. The choral work was satisfactory."

Mr. McNaught reports:—

"SWANSEA.—The music in this college is excellently managed. In former years a high standard has been reached and teacher and students seem to work together enthusiastically to keep up the musical reputation of the college. All the individual work was about as well done as one could hope for it to be done in a training college. The songs were good and they were well sung. The seniors sang *King René's Daughter*, a difficult cantata by H. Smart, with careful attention to light and shade and good enunciation, and the juniors contributed some well executed two and three part songs."

TOTTENHAM.—I was more than satisfied with the results of the examination. The students had evidently received much individual attention and showed signs of a thorough mastery of their work. The larger portion of the students examined by me were in most cases deserving of

great credit. The senior choral class sang Bendall's cantata *The Lady of Shalott* exceedingly well, and the juniors some part-songs excellently. The admirable voice production of the students, and the clearness of their pronunciation of the words, reflected the highest credit on their able and experienced teacher.

Mr. McNaught reports :—

"There was not great fluency in the rendering of the tests, but there was no particular fault to find. One or two of the songs were not suitable for presentation at this examination. The great specialties of the work of this college, viz., good voice production and clear pronunciation, showed no signs of retrogression. The choral work was beautifully done."

Mr. McNaught reports :—

"TRURO.—The musical material here might dishearten a less hopeful teacher than the able musician whose services this college is fortunate in securing. Three fourths of the students knew next to nothing of music when they entered the college. Notwithstanding this severe handicapping the results obtained were, to say the least, fairly good all round. The sol-faing was slow, often very slow, and the ear tests gave more than usual trouble. The time work was excellently done, even the six-eight time tests, which are stumbled over so often in highly favoured colleges, were particularly well performed. The songs were often well sung, and never badly. The senior students acquitted themselves admirably in Macfarren's beautiful cantata *Songs in a Cornfield;* they knew the somewhat difficult music thoroughly and sang with excellent precision and expression. The junior students also sang some two-part songs very prettily."

WANDSWORTH.—The material at the disposal of the teacher of music was not of the best description, and the sight-tests were seldom fluently sung. There were, however, some notable exceptions, both as to quality of voice and to mastery of work. Perhaps the weakest point in the examination was the ear-tests. Excellent songs were selected and as a rule were nicely sung. The senior choral class gave a most creditable performance of Smart's cantata *King René's Daughter*, and the juniors sang *Now May again* from Mendelssohn's *Walpurgisnacht* and other pieces with considerable taste.

Mr. McNaught reports :—

"Not a gifted set of students. The teachers must have worked very hard to give them some executive skill. The choral performance was entirely good."

WARRINGTON.—The examination was highly satisfactory. I have rarely heard ear-tests more rapidly and correctly answered. Beautiful songs had been selected and they were sung with much taste, and in most cases from memory. In the evening a concert was given, the first part of which consisted mainly of compositions performed by the students only, it included two songs (excellently sung), a violin solo and a part-song, and the cantata *The Pilgrimage of the Rose*, by Schumann. Then the students, assisted by volunteer tenors and basses, a string quintet, a pianoforte and harmonium (played by the Principal), gave a really excellent performance of Schubert's *Mass in F*. There is no sign of any falling off in the interest which this college always has shown in the encouragement of music within its walls.

Mr. McNaught reports :—

"Many points of the examination were deserving of high commendation. The time-work was perhaps not so good as usual. The songs were well sung. I was sorry not to be able to attend the concert."

WHITELANDS.—The students were of very unequal merit. Amongst them were a few singers of more than ordinary ability, and several pianists (especially the one who accompanied a cantata) quite above the average. On the other hand, a large number showed an unnecessary slowness in sight-reading, and the six-eight time and ear-tests might in many cases have been much better. But the choral classes sang admirably; the seniors gave an excellent performance of Barnett's cantata, *The Wishing Bell*, and the juniors sang some songs and part-songs excellently. The songs selected for the students were all of the best type.

Mr. McNaught reports :—

"On the whole a fair result, but not first-rate. A good many sang with a hesitation that seemed to arise more from unfamiliarity with the work than from incapacity. The songs were excellent and they were frequently admirably performed. The choral performances reached a high standard, the excellence of the enunciation of the students being as usual a noticeable feature."

TRAINING COLLEGE FOR MASTERS AND MISTRESSES.

HOMERTON (Cambridge).—With the female students the results were excellent all round. There was really no fault to find in any particular. Even the generally dreaded six-eight time was performed perfectly smoothly. The songs were good and were well got up. The male students were not so successful. Some had poor capacity. There was much hesitation and stumbling. The songs, however, were good and in some cases were admirably sung. The part singing was altogether excellent. The advantage of the great hall—the largest and finest to be found in a training college—was made the most of. The seniors and juniors combined performed Sterndale Bennett's *May Queen* with vigour and refinement. I have rarely heard such good singing in a training college.

DAY TRAINING COLLEGES.

LEEDS (Yorkshire) Day Training College.—I was well satisfied with the result of this examination; one or two men were rather below the mark, but the majority passed with full marks; amongst them were several who played accompaniments to the excellent selection of songs which had been prepared. The second-year men, being so small in number, limited their choral performance to a rendering in chorus of Handel's Duet, *The Lord is a Man of War*, but being reinforced by other members of the music-class who were third-year students they gave a very creditable performance of Mendelssohn's cantata, *The Sons of Art*.

NOTTINGHAM.—The combined forces of the male and female students, some 80 in all, gave an excellent performance of chorus and part-songs by Mendelssohn, Sullivan, Faning, and other modern composers.

The female students, with the exception of a few who possessed natural gifts, did not reach the standard now usually found in training colleges. Perhaps the music had not received its fair share of study. The beating of time and the replies to the ear-tests were as a rule below the mark. But, of course, it must not be forgotten that the facilities for practical work in music are not so great in day colleges as in residential.

The men did better; their answers were generally smart and correct. The songs selected by both male and female students were mostly weak drawing-room ballads; I expressed a hope that an improvement might be made in this respect.

Sheffield.—On the whole the female students passed a good examination. The ear-tests might have been rather more smartly, and the modulations in the sight-reading were rarely got over without a little stumbling. The whole of the members of the music class gave a very meritorious rendering of Coward's cantata *The Fairy Mirror*; the soloists deserve great credit for their tasteful singing.

The one male student who was presented for examination proved himself to be well up to his work.

Mr. McNaught reports:—

"Aberystwith (University College).—The music instructor was not aware of the requirements of the examination and had got each student to prepare *six* songs. It was evident that the time thus spent had unfortunately prevented many students from getting sight-singing practice. The teacher informed me that there had been difficulties in the way of class practice owing to the disturbance of other classes it created, and consequently most of his lessons had to be on matters of theory. In these circumstances it was only to be expected that the sight-singing would be poor. Most of the students essayed to sing from the staff-notation, but their practical skill was often deplorably slight. It is very much to be hoped that some arrangement will be made in the future to enable this large group of students to gain more useful practical skill."

"Birmingham (Mason Science College).—Very few of the students had good voices; nevertheless the teacher had contrived to make them presentable in every point. The tune-tests were smoothly sung, the ear-tests were well answered, and I noted with satisfaction that the six-eight time-tests were performed without difficulty. The songs were good and they were carefully rendered. An excellent cantata *The Lady of Shalott* (Wilfrid Bendall) was capitally performed by the senior students, and some part songs were efficiently sung by the junior students. Altogether it must be said that music receives adequate attention in this college."

"Bristol (University College).—The musical work of this college had been grievously interrupted by the illness and recent death of the music teacher. The new teacher had only commenced work a fortnight before the examination. The natural capacity of the students was very good, but their acquirements, owing to the circumstances, were not first rate. The sol-faing was slow, and the six-eight time was not often understood. Many of the songs were sung nicely, but the selection as a whole was not of the best. The part-singing was most creditable, the junior students particularly showing promise. The seniors sang five two-part songs and the juniors three two-part songs."

"Cambridge (University).—Ten students were presented for individual examination. About half of this number had come from Stockwell where they had been thoroughly trained in practical music in the pupil-teachers' centre class. This excellent preparation and the influence of the able musician who generously gives his time to this college, enabled nearly all these students to obtain full marks. Each student had prepared two songs. Amongst those submitted were Beethoven's *Adelaide*, Schubert's *Wanderer*, and a song from Bach's *Coffee* cantata (as arranged by Mr. Sedley Taylor). A few part-songs were performed very pleasantly."

"Cardiff (University of South Wales and Monmouthshire).—There is a fair amount of musical life in this college. The limited time at disposal for music prevents the possibility of much individual attention being given. The teacher had to depend largely upon his power of infusing enthusiasm for musical knowledge and practice. All the various tests were done fairly and sometimes excellently. The six-eight time was the weakest point. I think it would be wise to make the student acquainted with modern art songs. The indigenous productions he can always find ready, whereas he may not ever again have so good a chance of getting an acquaintance, and let us hope

a liking, for other musical idioms. An ample and varied programme of choral works had been prepared for performance. The selection included Mendelssohn's *Athalie* and 11 part-songs and choruses. The singing was highly commendable, the students knew the music well and sang freely and easily."

"KING'S COLLEGE.—The circumstances here do not favour musical culture; therefore it is no matter for surprise that the efforts of the excellent professional teacher engaged do not as yet yield the best results. From one cause and another the students do not attend the lessons with the regularity usual in resident colleges. Many, therefore, showed a partial knowledge that will not be of any service in the schools. The songs in many cases were well sung, and three part-songs were pleasantly performed by the senior students. The first-year students were not presented."

"LIVERPOOL (University College). — Seven second-year students were presented for practical music. Although professional help had been given to them for only a comparatively short time the work was well prepared. The tests were generally sung easily, the songs were good and were well sung, and the time and the ear work were satisfactory. As the whole of the students of this college assisted at the Edge Hill College concert no part music was presented at this examination."

"LONDON (University College).—Only an hour a week is given to music in this college. The senior students had voices rather better than the average to be found in training colleges. Those who could read music before they entered did excellently, but there had not been time enough to do much in the way of sight singing with the others, consequently their efforts in this direction were mostly gropings in the dark. The songs were of a miscellaneous description, some very good and others altogether inappropriate. One student played the violin with considerable skill. The seniors sang four part-songs very agreeably."

"MANCHESTER (Owen's College).—The standard of musical attainment in this college is steadily getting higher. All the points of the examination are now known and as far as possible prepared. The note and time-tests were sung with fair readiness, and the ear work was not behind. The songs presented were not altogether first-rate. This fault can easily be avoided in the future by a firm attitude on the part of the teacher. The part-singing was excellent; the performance of Gade's *Spring Message* by the senior students especially deserves high commendation. Hatton's part songs *Jack Frost* and *The Belfry Tower* were also neatly sung by the first-year students."

"NEWCASTLE-ON-TYNE (Durham College of Science).—The musical work in this college suffers from want of time. The general results are not very good. This may be said without reflection on the teaching which is carried on under difficulty. Two female students with good voices informed me that they had not troubled about sight-singing, &c. 'because they were going to be 'infant-school teachers.' The time-tests were not often well done, and the sol-faing was generally laboured. Some of the songs were good, but many of them were quite unworthy of the occasion. The teacher informed me that a first-rate selection of songs had been provided in bound volumes for the use of the students, but they preferred others. I recommended him to insist upon the presentation of better music. The students performed choruses from Mendelssohn's setting of the 42nd Psalm, *As the Hart pants*, very creditably."

APPENDIX I.

Report by Mr. W. G. McNaught on the Papers worked at the Certificate Examination, Christmas, 1894.

First Year.

Staff Notation.—The more elementary questions on scales and signatures were, as a rule, satisfactorily answered. As usual many of the papers showed that the bass clef had not been studied. The intervals analysed were generally correctly named, but the construction of augmented fourths from given pitches was not so often correct. It is evident that the diversity of names current for fourths and fifths still leads to trouble and uncertainty. But the growth of the use of the names described and recommended in last year's report was manifest, especially in the papers of college students. The term "submediant" does not appear to be well understood; many reading it as meaning "under the mediant." The transposition exercise was fairly well done, the weaker candidates writing the passage without accidentals. Key-analysis questions which search out real knowledge of the facts of music underlying notation was the weakest part of the work. The questions on time notation gave no trouble to the majority. The failure of the minority was, as usual, over the values of rest signs, the everlasting questions as to whether the hook of the crotchet rest should turn to the right or the left, and as to whether the minim rest is on or under a line were obviously still debateable points. The terms of expression, &c. of which definitions were asked were all in common use and were pretty generally well defined. *Leggiero* was often confounded with *legato*.

Tonic Sol-fa Notation.—The remarks above as to intervals apply to the tonic sol-fa papers. Although the pitch question (viz., which of given sol-fa notes in varied keys is highest or lowest in absolute pitch) was better answered than usual, it is evident that many students had vague notions on this point. In the matter of the notation of time the improvement in accuracy and legibility recorded in last year's report was well maintained.

Second Year.

Staff Notation.—The construction of the minor scale and its signature at various pitches were, as a rule, correctly answered. The construction of chromatic intervals asked for, gave as usual, more trouble than the analysis of intervals. The transposition from one minor key to another, a fair test of average understanding of musical notation was not generally well done. The accidentals were often used indiscriminately. The question on key analysis was slightly varied from the usual form, and seem to puzzle most of the candidates bold enough to attempt to answer it. As I remarked last year, it was still evident that attention had not been sufficiently given to the points that settle minor-key tonality. In the answers to questions on time notation it was clear that the construction of syncopation is not well understood. Otherwise the answers under this head were satisfactory. A great many candidates were unable to define *sostenuto*, *minor key*, and *compound time*. The last term especially was rarely well defined.

Tonic Sol-fa Notation.—The re-writing of a given minor-mode passage using the corresponding scale notes of the major mode was worked only fairly well. The name "ba" baulked many. In the questions on intervals wrong answers were often given to the directions "write a minor seventh above *fe*" and "a diminished seventh above *me*." The notation of thirds of a pulse and the construction of syncopation were the weak points of the answers to questions relating to time. In stating the compass of children's voices many candidates availed themselves of the option of expressing on the staff the pitches intended. It would be well if all tonic sol-faists worked out their pitch problems mentally in this way.

On the whole, the papers were satisfactorily worked, and in some cases (notably in all of those sent in from the Truro and the Oxford Colleges) they were beautifully written.

APPENDIX No. II.

TABLE showing the PER-CENTAGE of MARKS obtained by CANDIDATES examined in PRACTICAL SKILL in MUSIC.

STUDENTS of the SECOND YEAR.

MEN.

Training College.	Number of Candidates examined.	Per-centage of Marks obtained.
Bangor	30	90
Battersea	53	91
Borough Road	68	91
Carmarthen	32	92
Chelsea	53	94
Cheltenham	44	93
Chester	52	94
Culham	42	87
Durham	35	82
Exeter	32	91
Hammersmith	30	84
Homerton New	17	91
North Wales	25	88
Peterborough	24	93
Saltley	49	92
Westminster	63	89
Winchester	29	90
York	32	91

STUDENTS of the SECOND YEAR.

WOMEN.

Bishop's Stortford	30	91
Brighton	34	95
Bristol	36	88
Cheltenham	34	92
Chichester	13	94
Darlington	33	91
Derby	22	91
Durham	32	92
Edge Hill	55	91
Home and Colonial	75	92
Homerton New	22	98
Lincoln	18	99
Liverpool	52	95
Norwich	31	87
Oxford	15	97
Ripon	27	90
Saffron Walden	26	96
Salisbury	39	91
Southlands	54	93
Stockwell	69	93
Swansea	37	95
Tottenham	49	94
Truro	22	87
Wandsworth	41	82
Warrington	48	94
Whitelands	73	87

TABLES.

(No. 1.)

SUMMARY showing ORIGINAL COST of BUILDINGS, towards which GRANTS were made by the COMMITTEE OF COUNCIL ON EDUCATION; EXPENDITURE in 1894; and NUMBER of STUDENTS in 1895.

DENOMINATION.	Original Cost of Buildings.			Amount of Expenditure for Year 1894.			Number of Students in 1895.					
	Subscribed.	Granted by Committee of Council.	Total.	Granted by Committee of Council under Revised Code.	Balance from other Sources.	Total.	Resident.			Accommodation for		
							Men.	Women.	Total.	Men.	Women.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.						
Church of England -	195,685 14 2	97,474 10 3	293,160 4 5	84,467 12 10	44,748 6 5	129,215 19 3	1,041	1,223	2,264	1,056	1,232	2,288
British - - -	40,425 9 7	12,203 7 6	52,628 17 1	19,383 17 8	9,933 1 7	29,316 19 3	197	333	530	208	334	542
Wesleyan - - -	33,101 9 3	5,049 10 0	38,150 19 3	9,254 1 0	3,670 18 6	12,924 19 6	120	109	229	123	109	232
Romar Catholic - -	9,630 0 8	3,900 0 0	13,530 0 8	7,729 15 4	4,314 11 4	12,044 6 8	46	169	215	70	200	270
Undenominational -	- - -	- - -	- - -	6,391 11 9	3,528 8 8	9,920 0 5	17	215	232	38	232	270
Total -	278,842 13 8	118,627 7 9	397,470 1 5	127,226 18 7	66,195 6 6	193,422 5 1	1,421	2,049	3,470	1,495	2,107	3,602

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

	TRAINING COLLEGE.	Number of Officers, resident Principal.	Number denoting College on appropriate Plate.
CHURCH OF ENGLAND	North Wales (Bangor), *Men*	7	1
	Cheltenham, *Men*	14	2
	" *Women*		
	Chichester, *Women*	8	3
	Home and Colonial, Gray's Inn Road, *Women*	17	4
	Peterborough, *Men*	7	5
	Tottenham, *Women*	14	6
	NATIONAL SOCIETY'S, at Battersea, *Men*	12	7
	NATIONAL SOCIETY'S, at Chelsea, St. Mark's, *Men*	13	8
	NATIONAL SOCIETY'S, at Whitelands, *Women*	12	9
	NATIONAL SOCIETY'S, at Carmarthen, *Men*	7	10
	DIOCESAN, at Bishop's Stortford (St. Alban's), *Women*	9	11
	DIOCESAN, at Brighton (Chichester), *Women*	7	12
	DIOCESAN, at Fishponds (Gloucester and Bristol and Oxford), *Women*	9	13
	DIOCESAN, at Chester, *Men*	11	14
	DIOCESAN, at Culham (Oxford), *Men*	8	15
	DIOCESAN, at Derby (Lichfield), *Women*	10	16
	DIOCESAN, at Durham, *Men*	9	17
	DIOCESAN, at " *Women*	9	18
	DIOCESAN, at Exeter, *Men*	9	19
	DIOCESAN, at Lincoln, *Women*	9	20
	DIOCESAN, at Norwich, *Women*	9	21
	DIOCESAN, at Oxford, *Women*	10	22
	DIOCESAN, at Salisbury, *Women*	15	23
	DIOCESAN, at Stoke (Worcester), *Men*	10	24
	DIOCESAN, at Truro (Exeter), *Women*	10	25
	DIOCESAN, at Warrington (Chester, Manchester, and Liverpool), *Women*	14	26
	DIOCESAN, at Winchester, *Men*	6	27
	DIOCESAN, at York (York and Ripon), *Men*	6	28
	DIOCESAN, at Ripon " *Women*	11	29
BRITISH AND FOREIGN SCHOOL SOCIETY'S, at Isleworth (Borough Road), *Men*		18	30
" " at Stockwell, Surrey, *Women*		15	31
" " at Bangor, *Men*		7	32
" " at Darlington, *Women*		18	33
" " at Saffron Walden, *Women*		10	34
" " at Swansea, *Women*		7	35
WESLEYAN, in Horseferry Road, Westminster, *Men*		8	36
" at Southlands (Battersea), *Women*		12	37
ROMAN CATHOLIC, at Hammersmith, *Men*		8	38
ROMAN CATHOLIC, at Liverpool, *Women*		14	39
ROMAN CATHOLIC, at Wandsworth, *Women*		18	40
UNDENOMINATIONAL, at Edge Hill, *Women*		8	41
" at Homerton, *Men*		10	42
" " *Women*			
Total		435	

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

Number denoting College on opposite Page.	Number of Students resident in February 1894.			Number who quitted the College at end of 1894.	Number of new Admissions in 1895.	Number of Students resident in February 1895.			Accommodation for.	Passed for.
	Queen's Scholars.	Others.	Total.			Queen's Scholars.	Others.	Total.		
1	56	—	56	25	30	60	—	60	62	60
2	90	—	90	44	44	90	—	90	90	106
	60	—	60	34	33	60	—	60	64	60
3	29	3	32	15	16	29	2	31	32	29
4	141	—	141	77	75	142	2	144	144	141
5	50	—	50	24	24	50	—	50	50	52
6	102	—	102	49	51	103	—	103	103	104
7	107	—	107	53	54	108	—	108	108	118
8	117	—	117	53	56	120	—	120	120	126
9	144	—	144	70	65	144*	—	144	144	144
10	62	—	62	32	30	60	—	60	60	62
11	62	—	62	30	31	62	—	62	62	62
12	65	—	65	35	35	65	—	65	65	66
13	76	—	76	37	39	77	—	77	78	80
14	105	—	105	53	56	106	—	106	110	112
15	88	—	88	42	44	89	—	89	95	100
16	44	—	44	22	22	44	—	44	44	44
17	71	—	71	35	34	71	—	71	71	71
18	65	—	65	32	32	65	—	65	65	70
19	64	—	64	32	32	64	—	64	64	64
20	40	—	40	19	19	40	—	40	40	40
21	63	—	63	31	31	63	—	63	63	63
22	27	—	27	15	12	27	—	27	27	27
23	79	—	79	41	40	78	—	78	80	83
24	100	—	100	98	49	100*	—	100	101	125
25	40	—	40	22	22	39	—	39	40	41
26	114	—	114	44	51	120*	—	120	120	130
27	58	—	58	29	29	58	—	58	59	59
28	65	—	65	31	34	65	—	65	66	80
29	61	—	61	27	28	61	—	61	61	63
30	136	5	141	67	68	132*	5	137	139	140
31	137	—	137	72	66	136*	—	136	137	138
32	60	—	60	30	30	60	—	60	69	80
33	75	—	75	36	36	75	—	75	75	75
34	52	—	52	26	26	52	—	52	52	52
35	70	—	70	38	36	70	—	70	70	70
36	123	—	123	62	60	120	—	120	123	140
37	109	—	109	55	55	109	—	109	109	111
38	50	—	50	30	28	46*	—	46	70	70
39	106	—	106	48	51	108*	—	108	110	126
40	74	—	74	44	34	59	2	61	90	92
41	102	—	102	55	51	102	—	102	102	102
42	34	—	34	18	—	17	—	17	38	38
	72	—	72	22	63	113	—	113	130	112
	3,445	8	3,453	1,704	1,722	3,459	11	3,470	3,602	3,708

* Including third year students:—Whitelands, 4; Saltley, 2; Warrington, 6; Borough Road, 6. Stockwell, 4; Hammersmith, 1; and Liverpool, 3.

(No. 2A.)

TABLE showing NUMBER of STUDENTS in DAY TRAINING COLLEGES and of DAY STUDENTS in RESIDENTIAL TRAINING COLLEGES in FEBRUARY 1895.

Training College.	Number of Students.							
	Men.				Women.			
	Third Year.	Second Year.	First Year.	Total.	Third Year.	Second Year.	First Year.	Total.
DAY :—								
Aberystwith	2	39	18	59	7	15	15	37
Birmingham	—	—	—	—	—	45	45	90
Bristol	—	—	—	—	—	30	30	60
Cambridge	9	7	7	23	—	—	—	—
Cardiff	—	23	22	45	1	31	27	59
Leeds	12	7	11	30	—	—	—	—
Liverpool (University College)	6	4	11	21	—	—	—	—
London (King's College)	1	23	25	49	—	—	—	—
,, (University College)	1	15	4	20	—	—	—	—
Manchester	5	17	13	35	4	9	9	22
Newcastle-on-Tyne	3	15	25	43	—	21	25	46
Nottingham	4	21	16	41	—	22	30	52
North Wales (University College).	—	—	15	15	—	—	15	15
Oxford (University)	—	6	4	10	—	—	—	—
Sheffield	—	7	5	12	—	10	12	22
	43	184	176	403	12	183	208	403
RESIDENTIAL :—								
Edge Hill	—	—	—	—	—	3	5	8
Home and Colonial	—	—	—	—	—	5	7	12
Liverpool	—	—	—	—	1	—	—	1
Norwich	—	—	—	—	—	1	—	1
Oxford	—	—	—	—	—	2	5	7
Saffron Walden	—	—	—	—	—	—	4	4
Stockwell	—	—	—	—	—	10	6	16
Swansea	—	—	—	—	—	5	5	10
Whitelands	—	—	—	—	—	12	8	20
	—	—	—	—	1	38	40	79
Total	43	184	176	403	13	221	248	482

TRAINING COLLEGES.

(No. 3.)—Table showing the Income and Expenditure of Training

Income (Amounts

	Training College	No. denoting College on opposite page.	1. Grants from Committee of Council on Education. a. Under Revised Code.	1. b. From Science and Art Department.	2. Proceeds of Land or Capital Sums. a. Inalienable from the College by Law.	2. b. Alienable from the College at Discretion.	3. Subscriptions and Donations. a. From Individuals.	3. b. From Diocesan Boards and other Charitable Bodies.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Church of England	Battersea	1	5,328 0 0	298 2 6	- - -	- - -	26 13 0	562 0 0
	Bishop's Stortford	2	2,056 18 0	114 5 0	- - -	- - -	259 0 0	97 5 0
	Brighton	3	1,952 13 2	255 2 6	- - -	- - -	57 18 0	65 0 0
	Bristol	4	2,147 2 3	73 17 6	99 7 5	- - -	104 1 6	75 0 0
	Carmarthen	5	2,449 4 2	154 15 0	27 0 0	- - -	57 8 6	122 0 0
	Chelsea	6	5,745 4 4	360 5 0	- - -	39 16 3	38 18 4	876 0 0
	Cheltenham (*Men*)	7	3,014 2 2	253 17 6	130 15 6	- - -	77 2 6	176 0 0
	„ (*Women*)	8	1,796 0 2	128 2 6	130 15 6	- - -	69 0 0	59 0 0
	Chester	9	4,082 9 7	267 2 6	49 16 6	- - -	- - -	508 0 0
	Chichester	10	696 0 0	65 12 6	4 17 2	- - -	77 14 0	53 0 0
	Culham	11	3,273 10 10	196 17 6	- - -	- - -	6 6 0	324 0 0
	Derby	12	1,540 0 [illegible]	227 7 6	- - -	- - -	105 4 0	184 0 0
	Durham (*Men*)	13	2,845 3 7	109 7 6	31 19 10	- - -	224 14 0	249 0 0
	„ (*Women*)	14	1,803 0 1	105 0 0	22 9 2	- - -	123 18 0	122 0 0
	Exeter	15	3,035 10 9	144 7 6	60 4 0	- - -	50 10 0	522 0 0
	Gray's Inn Road	16	4,075 14 6 *220 0 0	505 7 6	- - -	- - -	148 17 0	140 0 0
	Lincoln	17	1,400 0 0	88 5 0	244 0 0	- - -	- - -	40 0 0
	North Wales	18	2,537 6 10	102 10 0	- - -	- - -	159 13 6	84 0 0
	Norwich	19	2,[illegible]72 0 0 *50 0 0	95 15 0	- - -	- - -	185 19 6	108 5 0
	Oxford	20	936 0 0 600 0 0	27 17 6	- - -	- - -	100 0 0	139 0 0
	Peterborough	21	1,989 11 4	146 12 6	- - -	- - -	100 19 0	101 5 0
	Ripon	22	2,034 0 0	93 3 6	- - -	- - -	19 7 0	390 0 0
	Salisbury	23	2,618 7 11	185 5 0	- - -	- - -	3 10 0	279 0 0
	Saltley	24	4,234 14 6	185 17 6	- - -	- - -	300 9 6	337 10 0
	Tottenham	25	3,430 0 0	233 5 0	- - -	- - -	- - -	500 0 0
	Truro	26	1,105 1 3	44 0 0	- - -	- - -	62 8 0	40 0 0
	Warrington	27	3,583 5 6	181 0 0	- - -	26 0 11	- - -	459 1 0
	Whitelands	28	5,180 0 0 *420 0 0	371 17 6	- - -	555 15 4	99 5 6	401 0 0
	Winchester	29	2,483 10 7	322 7 6	- - -	4 14 6	- - -	420 0 0
	York	30	2,732 1 10	218 7 6	- - -	- - -	1 16 6	320 0 0
British	Bangor	31	2,643 14 9	149 15 0	- - -	- - -	222 5 3	- - -
	Borough Road	32	5,749 18 7	495 7 6	- - -	- - -	- - -	416 12 5
	Darlington	33	2,368 5 9	89 0 0	- - -	- - -	21 13 6	- - -
	Saffron Walden	34	1,[illegible]3 12 7	87 5 0	- - -	21 0 4	4 4 0	501 9 10
	Stockwell	35	4,520 0 0 *300 0 0	205 7 6	- - -	- - -	- - -	705 11 8
	Swansea	36	1,[illegible]70 0 0 *140 0 0	138 17 6	- - -	- - -	53 14 6	- - -
Wesleyan	Southlands	37	3,661 9 9	180 0 0	- - -	- - -	- - -	510 5 6
	Westminster	38	5,052 11 3	453 0 0	- - -	- - -	- - -	810 0 0
Roman Catholic	Hammersmith	39	2,289 14 9	194 13 6	- - -	- - -	- - -	594 3 2
	Liverpool	40	3,516 19 4 80 0 0	252 15 0	- - -	- - -	200 0 0	600 16 4
	Wandsworth	41	1,993 1 3	128 12 6	- - -	- - -	1,233 15 0	350 19 4
Undenominational	Edge Hill	42	3,131 13 3 *160 0 0	213 15 0	- - -	- - -	- - -	- - -
	Homerton	43	5,099 18 6	187 5 0	- - -	- - -	155 15 0	- - -
	Totals		†127,326 18 7	8,151 5 0	801 5 1	451 14 7	4,403 6 7	12,334 3 9

* Science grants for students. Art. 107.

† Under the New Code the grant due for a year cannot be determined until the accounts for the same year have been closed, audited, and returned to the Education Department. Instalments of grant are therefore paid in advance on the 1st March, 1st June, and 1st September (Art. 126c), and the balance (if any) as soon as possible after the close of the year Art. 126c.

Paid in 1894.		Grant for 1894.	
Grant for 1893	£25,914 18 7	Paid in 1894	£101,312 0 0
„ 1894	101,412 0 0	„ 1895	27,[illegible]8 5 0
Total	£127,[illegible]26 18 7	Total	£129,[illegible]0 5 0

Colleges, in the Year ended 31st December 1894.

actually received during the Year).

No. denoting College on opposite page.	4. Fees of Students. *a.* Paid by themselves or their Relatives.	4. Fees of Students. *b.* Paid by Private Patrons.	5. Exhibitions. *a.* Permanently established.	5. Exhibitions. *b.* This Year, but not sure to be renewed.	6. Collections in Churches and Chapels.	7. From Students for Books sold to them.	8. From other Sources.	9. Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	971 5 0	- - -	- - -	- - -	- - -	241 19 11	- - -	7,428 0 5
2	367 0 0	- - -	- - -	- - -	1 5 5	144 1 10	- - -	3,040 1 9
3	425 0 0	- - -	- - -	- - -	- - -	158 16 0	74 0 0	2,988 9 8
4	527 0 0	- - -	- - -	- - -	- - -	101 1 10	- - -	3,187 10 6
5	345 15 0	- - -	- - -	- - -	- - -	130 4 0	8 18 4	3,295 5 0
6	1,179 0 0	- - -	40 0 0	5 0 0	72 9 2	231 5 8	- - -	8,587 18 9
7	756 8 0	- - -	- - -	- - -	- - -	145 11 10	138 0 6	5,291 18 0
8	364 0 0	- - -	- - -	- - -	- - -	79 8 0	200 0 0	2,825 16 2
9	650 0 0	- - -	- - -	- - -	- - -	255 19 2	16 1 7	5,829 9 4
10	651 0 0	- - -	11 2 2	- - -	- - -	- - -	- - -	1,539 5 10
11	723 19 0	- - -	- - -	- - -	- - -	176 9 3	- - -	4,601 2 7
12	262 10 0	- - -	- - -	- - -	- - -	87 18 1	41 7 2	2,348 6 9
13	540 0 0	- - -	- - -	- - -	- - -	74 2 10	- - -	4,014 7 9
14	448 5 0	- - -	- - -	- - -	- - -	153 8 9	8 6 0	2,846 13 0
15	460 15 0	- - -	- - -	- - -	3 6 7	- - -	20 9 0	4,196 13 10
16	1,072 10 0	- - -	- - -	- - -	1 13 1	324 4 11	90 0 0	7,494 7 0
17	208 5 0	- - -	- - -	- - -	- - -	- - -	24 0 0	2,004 10 0
18	608 7 0	- - -	- - -	- - -	2 1 9	290 4 8	6 9 1	3,790 12 10
19	363 0 0	- - -	- - -	- - -	13 2 4	143 7 8	- - -	3,191 9 6
20	330 0 0	- - -	- - -	- - -	- - -	81 0 0	- - -	1,663 17 6
21	500 4 0	- - -	- - -	- - -	- - -	94 15 11	- - -	2,933 7 9
22	315 0 0	- - -	12 12 0	- - -	- - -	224 7 8	- - -	3,058 9 2
23	488 0 0	- - -	- - -	- - -	- - -	174 2 7	- - -	3,748 5 6
24	897 0 0	- - -	- - -	10 0 0	9 11	185 9 2	1 16 11	6,153 7 6
25	670 0 0	- - -	- - -	- - -	- - -	232 4 8	5 17 8	5,071 7 4
26	193 6 0	- - -	- - -	- - -	- - -	23 19 8	1 0 6	1,469 15 5
27	617 10 0	- - -	- - -	- - -	- - -	251 3 5	3,334 15 11	8,451 19 9
28	1,190 0 0	- - -	- - -	- - -	- - -	646 19 0	199 13 4	8,924 10 8
29	392 15 0	- - -	- - -	- - -	- - -	145 0 0	10 9 6	3,778 17 1
30	455 0 0	- - -	- - -	- - -	- - -	24 0 0	- - -	3,751 5 10
31	525 0 0	- - -	- - -	- - -	43 8 5	109 6 10	10 10 0	3,704 0 3
32	1,260 0 0	349 14 8	- - -	- - -	- - -	133 4 7	5 5 8	8,320 3 5
33	780 0 0	- - -	- - -	- - -	- - -	181 7 3	2 13 0	3,447 6 9
34	520 0 0	- - -	- - -	- - -	- - -	110 14 7	- - -	2,608 6 4
35	1,900 0 0	- - -	- - -	- - -	- - -	252 11 6	2 2 11	8,314 13 7
36	795 0 0	- - -	- - -	- - -	- - -	135 8 11	24 5 7	3,274 12 6
37	567 0 0	- - -	- - -	- - -	- - -	54 10 0	- - -	4,913 4 9
38	945 0 0	- - -	- - -	- - -	- - -	93 17 0	- - -	7,994 8 3
39	100 0 0	- - -	- - -	- - -	- - -	60 17 3	- - -	3,239 7 8
40	183 10 0	- - -	- - -	- - -	- - -	130 0 0	8 12 5	4,912 13 1
41	70 0 0	- - -	- - -	- - -	- - -	102 11 6	- - -	3,824 19 7
42	882 10 0	- - -	- - -	- - -	- - -	292 12 5	25 8 1	4,705 18 9
43	1,360 0 0	- - -	- - -	- - -	- - -	206 6 8	- - -	5,013 5 2
	26,860 14 0	349 14 8	63 14 2	15 0 0	137 16 8	6,684 15 0	4,259 14 2	191,780 2 3

(No. 3—*continued.*)—Table showing the Income and Expenditure of Training

	TRAINING COLLEGE.	No. referred to Colleges on pages to pages.	EXPENDITURE (Amount)																			
			1. Salaries of Teachers and Others engaged in Discipline.			2. Books, Apparatus, and Stationery.			3. Printing, Postage, and other Office Charges.			4. Board.			5. Washing (if not included under any other Head).			6. Wages of Servants engaged in Instruction or Discipline.			7. Fuel and Light.			8. Medical Attendance		
			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
CHURCH OF ENGLAND.	Battersea	1	2,003	10	0	610	17	1	57	1	10	2,132	12	5	348	8	3	537	10	4	244	3	8	80	0	0
	Bishop's Stortford	2	952	15	0	240	9	6	70	13	0	811	2	8	-		-	116	19	6	105	8	6	49	1	5
	Brighton	3	1,018	13	0	289	9	3	32	4	6	788	11	1	12	12	10	103	8	11	154	16	11	40	10	0
	Bristol	4	909	4	6	191	16	4	37	17	2	923	18	0	54	11	6	187	17	9	198	6	7	46	8	4
	Carmarthen	5	1,256	3	4	265	12	1	57	1	10	1,026	13	8	-		-	157	1	0	132	11	1	40	6	5
	Chelsea	6	3,345	1	4	496	12	0	130	7	2	2,615	18	5	326	2	5	571	10	3	613	13	6	170	14	3
	Cheltenham (*Men*)	7	1,099	14	2	588	17	2	69	19	9	1,374	17	0	187	17	0	250	8	0	187	15	11	64	6	6
	„ (*Women*)	8	955	5	10	352	18	4	57	2	9	629	17	7	117	12	2	172	4	6	102	5	5	51	8	7
	Chester	9	1,706	0	0	442	12	2	125	11	0	1,765	8	7	265	1	3	233	11	2	189	8	2	68	7	0
	Chichester	10	437	17	6	33	2	4	16	11	0	536	1	5	63	12	0	107	12	0	139	5	4	20	0	0
	Culham	11	1,077	4	4	497	2	0	51	10	6	1,760	5	7	256	18	2	254	14	0	205	4	9	51	2	0
	Derby	12	757	19	0	313	1	5	62	9	6	545	19	0	102	15	0	70	10	0	78	9	2	32	18	8
	Durham (*Men*)	13	1,124	16	4	151	19	10	57	0	9	1,224	10	5	218	2	8	143	3	0	166	9	0	26	5	6
	„ (*Women*)	14	826	12	10	264	15	9	36	10	7	718	17	4	16	13	2	122	17	3	113	0	4	30	14	11
	Exeter	15	1,304	4	0	127	7	9	32	0	1	1,359	11	3	74	3	8	198	10	0	184	12	10	43	13	6
	Gray's Inn Road	16	2,119	10	1	471	5	5	101	10	11	1,729	15	11	419	18	4	340	10	7	261	11	0	81	13	1
	Lincoln	17	779	1	6	42	16	10	9	8	3	530	15	6	-		-	188	8	5	91	10	10	23	16	10
	North Wales	18	1,035	0	0	289	8	7	53	11	1	1,126	4	3	101	5	11	211	8	4	163	17	1	5	15	6
	Norwich	19	1,027	17	6	209	15	10	49	2	2	828	8	3	164	19	8	138	11	11	250	13	3	42	14	3
	Oxford	20	463	10	6	105	19	0	6	12	10	475	10	5	83	1	3	67	10	4	111	8	5	36	13	7
	Peterborough	21	854	12	0	207	9	1	17	19	4	1,008	17	11	116	14	8	166	10	6	125	5	9	33	17	10
	Ripon	22	938	7	0	313	5	10	102	4	10	830	17	3	-		-	178	12	7	162	11	10	53	1	3
	Salisbury	23	1,196	0	8	233	13	6	70	14	1	1,123	18	7	121	8	8	165	16	3	180	15	9	74	15	4
	Saltley	24	2,090	16	3	485	0	10	159	5	4	1,701	16	0	225	14	10	361	6	0	223	0	6	63	3	10
	Tottenham	25	1,587	7	0	413	12	10	99	13	9	1,308	9	0	261	0	2	197	8	2	198	17	7	60	0	0
	Truro	26	573	15	6	58	4	10	30	8	5	441	10	9	14	4	0	84	10	11	55	11	4	37	17	2
	Warrington	27	1,508	12	0	600	10	1	209	11	9	1,159	16	11	207	8	5	163	6	8	253	7	6	69	11	8
	Whitelands	28	2,036	16	6	983	12	3	144	19	3	1,802	19	0	421	9	10	328	2	2	457	14	11	96	3	9
	Winchester	29	1,272	17	6	388	8	11	6	7	10	1,316	3	0	138	3	10	143	9	0	140	8	6	12	13	5
	York	30	1,285	7	6	202	2	1	32	8	0	1,188	8	0	-		-	262	0	0	176	18	8	20	9	3
BRITISH.	Bangor	31	1,460	1	0	256	16	2	64	12	4	1,048	10	3	77	16	11	135	15	0	117	7	5	31	13	10
	Borough Road	32	2,803	3	3	383	16	6	159	4	7	2,506	13	0	319	13	9	302	17	4	350	2	11	68	5	10
	Darlington	33	1,314	8	6	343	1	8	53	15	3	788	7	11	87	14	5	128	5	2	131	0	9	39	11	3
	Saffron Walden	34	1,080	14	6	227	4	4	81	3	3	668	1	4	49	10	6	106	6	10	182	8	8	24	4	8
	Stockwell	35	2,458	5	0	505	13	10	175	2	11	2,162	11	11	133	18	10	289	6	5	489	5	11	152	1	6
	Swansea	36	1,012	15	6	287	3	11	125	11	11	723	13	11	46	11	9	94	1	10	121	16	3	33	18	5
WESLEYAN	Southlands	37	1,575	13	5	342	1	1	80	3	9	1,339	12	11	219	7	7	314	13	0	233	15	11	52	5	3
	Westminster	38	2,265	0	0	555	12	7	166	7	9	2,420	18	6	256	5	8	436	3	8	442	14	10	110	2	9
ROMAN CATHOLIC	Hammersmith	39	952	8	0	211	19	1	32	7	4	1,111	0	7	-		-	120	0	0	162	5	0	21	19	2
	Liverpool	40	441	17	6	165	5	11	24	2	3	1,721	0	0	157	17	6	100	0	0	158	16	11	45	12	6
	Wandsworth	41	696	3	6	123	1	3	7	6	1	1,400	0	0	131	5	0	157	0	0	166	6	2	36	17	7
UNDENOMINATIONAL	Edge Hill	42	1,111	6	0	450	9	2	111	2	7	1,303	16	3	-		-	244	13	7	246	2	11	66	1	1
	Homerton	43	1,326	15	8	400	8	1	127	9	5	1,257	16	11	266	19	9	379	11	8	264	1	8	55	4	0
	Totals		56,272	4	6	13,967	12	6	3,136	6	6	53,269	18	6	6,061	19	9	8,644	5	6	8,903	9	6	2,462	10	11

Colleges, in the Year ended 31st December 1894—*continued.*

actually disbursed during the Year).

No. denoting College on opposite page.	9. Replacement of Furniture and Repairs to Buildings and Cleaning.	10. Rent, Rates, Taxes and Insurance.	11. Net Cost of Garden, Farm, &c.	12. Other Current Expenses.	13. Total Cost of Training.	14. Deduct proportionate Cost of Training of Students.	15. Deduct Cost of Instruction in Science and Art Subjects.	16. Approved Expenditure.	Other Payments included in College Balance Sheets. 17. Net Cost of Practising School.	18. Expenditure inadmissible under Art. 125a.	19. Total Expenditure of College.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	1,284 6 5	574 18 10	22 0 7	- -	7,875 9 5	- -	279 17 7	7,595 11 10	- -	15 0 0	7,890 9 5
2	397 5 1	74 2 11	88 2 2	1 17 1	2,997 16 10	- -	114 5 0	2,883 11 10	80 0 0	42 0 4	3,119 17 2
3	194 12 4	103 4 4	9 12 3	- -	2,747 15 11	- -	255 2 6	2,492 13 5	67 15 0	91 8 10	2,906 19 9
4	359 2 5	169 9 4	43 19 0	- -	3,102 10 11	- -	73 17 6	3,028 13 5	- -	88 12 0	3,191 2 11
5	283 13 9	63 10 6	78 5 6	- -	3,360 19 0	- -	154 15 0	3,206 4 0	4 5 4	1 0 1	3,366 4 5
6	718 16 0	298 13 8	121 10 5	*25 11 9	8,236 11 0	- -	380 15 10	7,855 15 2	- -	371 7 9	8,607 18 9
7	441 11 2	201 14 4	48 18 0	- -	5,415 19 0	- -	640 16 9	4,775 2 3	77 3 6	779 15 0	6,272 17 6
8	219 17 11	126 19 7	3 5 0	- -	2,788 17 8	- -	385 2 2	2,403 15 6	30 0 0	512 17 2	3,331 14 10
9	363 11 4	130 15 7	69 1 6	- -	5,379 7 9	- -	267 2 6	5,112 5 3	- -	557 14 3	5,937 2 0
10	112 17 10	81 19 10	48 19 9	12 3	1,567 11 3	104 15 8	65 12 6	1,397 3 1	- -	57 14 0	1,025 5 3
11	476 12 4	62 1 0	23 19 7	- -	4,716 14 3	- -	195 14 9	4,520 19 6	- -	- -	4,716 14 3
12	204 1 10	67 13 11	18 11	- -	2,136 16 5	- -	127 7 6	2,009 8 11	- -	208 1 4	2,344 17 9
13	470 15 1	113 17 0	86 1 2	- -	3,783 0 9	- -	109 7 6	3,673 13 3	- -	26 3 9	3,809 4 6
14	203 0 2	139 9 5	23 12 6	- -	2,496 3 3	- -	105 0 0	2,391 3 3	- -	550 0 0	2,846 3 3
15	422 5 2	116 11 7	101 18 0	- -	3,864 17 10	- -	144 7 6	3,720 10 4	- -	98 0 2	3,962 18 0
16	725 10 10	536 1 6	3 4 6	- -	6,790 11 2	- -	381 2 6	6,409 8 8	- -	{122 2 1 / †220 0 0}	7,132 13 3
17	184 17 6	46 3 5	- -	*11 13 9	1,898 12 10	- -	88 5 0	1,810 7 10	- -	568 18 11	2,467 11 9
18	290 8 7	122 8 8	- -	- -	3,399 8 0	- -	102 10 0	3,296 18 0	- -	500 0 0	3,899 8 0
19	99 17 5	228 6 1	- -	- -	3,040 6 4	- -	95 15 0	2,944 11 4	- -	{8 17 1 / †20 0 0}	3,069 3 5
20	177 15 4	176 5 7	28 13 5	- -	1,738 0 8	- -	27 17 6	1,710 3 2	- -	{39 0 0 / †60 0 0}	1,837 0 8
21	187 1 11	118 16 5	3 17 3	6 15 0	2,816 17 8	- -	146 12 6	2,670 5 2	- -	17 1 8	2,833 19 4
22	182 17 0	68 4 11	37 13 3	13 0 0	2,880 15 9	- -	63 2 6	2,817 13 3	98 17 10	62 3 0	3,041 16 7
23	296 17 6	119 1 0	65 5 0	- -	3,648 6 4	- -	185 5 0	3,463 1 4	58 10 7	- -	3,706 16 11
24	283 1 0	255 17 8	44 11 8	11 18 6	5,805 10 5	- -	185 17 6	5,619 12 11	181 11 10	204 0 0	6,191 2 3
25	384 1 0	331 4 4	85 17 3	- -	4,927 11 1	- -	141 0 0	4,786 11 1	- -	56 7 6	4,983 18 7
26	136 5 5	22 0 6	18 12 0	6 15 10	1,499 10 8	- -	44 0 0	1,455 10 8	- -	1 1 0	1,500 11 8
27	580 0 8	252 3 9	53 9 11	1 7 8	5,059 7 6	- -	181 0 0	4,878 7 0	100 0 0	4,042 13 7	9,201 19 7
28	838 13 8	578 17 2	22 13 1	- -	7,712 1 7	- -	371 17 6	7,340 4 1	- -	{327 19 10 / †420 0 0}	8,460 1 5
29	225 6 9	68 18 0	25 15 0	- -	3,738 11 9	- -	330 15 2	3,407 16 7	- -	9 5 0	3,747 16 9
30	574 7 10	120 5 1	15 19 0	- -	3,878 5 5	- -	218 7 6	3,659 17 11	- -	32 8 0	3,910 13 5
31	213 2 4	101 0 11	46 12 0	- -	3,553 8 2	- -	149 15 0	3,403 13 2	- -	15 18 8	3,569 6 10
32	683 4 6	389 13 2	62 4 1	155 0 0	8,183 18 4	259 19 1	378 1 9	7,551 17 6	- -	15 8 0	8,199 6 4
33	302 12 9	169 16 6	61 17 3	14 11	3,461 6 4	- -	89 0 0	3,372 6 4	- -	- -	3,461 6 4
34	299 11 3	64 2 1	19 6 5	- -	2,711 13 10	- -	87 5 0	2,624 8 10	- -	- -	2,711 13 10
35	763 14 8	427 11 5	70 19 9	90 0 0	7,698 12 2	- -	265 7 6	7,433 4 8	- -	{148 17 9 / †300 0 0}	8,147 9 11
36	423 3 3	220 10 10	4 8 6	- -	3,087 16 0	- -	138 17 6	2,948 18 6	- -	†140 0 0	3,227 16 0
37	486 14 5	528 6 0	27 2 7	- -	4,898 18 11	- -	160 0 0	4,738 18 11	- -	- -	4,898 18 11
38	967 17 7	456 8 0	6 9 3	- -	8,026 0 7	- -	296 0 3	7,730 0 4	- -	- -	8,026 0 7
39	476 12 3	141 14 5	86 14 7	- -	3,306 18 4	155 4 9	194 12 6	2,957 1 1	- -	- -	3,306 18 4
40	374 5 8	887 0 0	119 6 7	{29 16 6 / *52 12 6}	4,902 13 10	- -	252 15 0	4,649 18 10	- -	†20 0 0	4,922 13 10
41	332 7 9	702 16 5	25 5 9	*36 5 0	3,814 14 6	- -	128 12 6	3,686 2 0	- -	- -	3,814 14 6
42	264 6 10	223 7 3	10 2 8	16 7 3	4,047 9 7	- -	213 15 0	3,833 14 7	18 8 4	{1 16 4 / †160 0 0}	4,227 14 3
43	660 2 11	840 14 7	100 7 10	- -	5,619 11 10	- -	187 5 0	5,432 6 10	- -	91 2 8	5,710 14 6
	17,567 1 5	10,322 17 6	1,816 12 11	460 8 0	182,617 10 4	519 19 6	8,397 19 3	173,699 11 7	716 12 5	10,804 14 9	194,138 17 6

* Chapel expenses. † Payments to day students (Art. 127b).

(No. 4.) - - - - - -

TABLE showing how much of the COST of a STUDENT in each TRAINING

	TRAINING COLLEGE.	Number denoting College on opposite page.	Number of Students.	ACTUAL AMOUNT OF EXPENDITURE AND IN THE					
				Tuition and other Expenses of Instruction. I.			Board, Fuel, and other Expenses of Keep. II.		
				£	s.	d.	£	s.	d.
For Masters only.	Bangor	1	60	1,716	17	2	1,411	3	5
	Battersea	2	107	2,614	7	1	3,542	14	8
	Borough Road	3	141	3,189	19	9	3,547	12	3
	Carmarthen	4	62	1,521	15	5	1,356	12	0
	Chelsea	5	117	2,841	13	4	4,079	18	8
	Cheltenham	6	90	2,588	11	4	2,765	4	5
	Chester	7	106	2,148	12	2	2,541	16	2
	Cu'ham	8	87	1,554	6	4	2,528	4	6
	Durham	9	71	1,276	16	2	1,778	10	7
	Exeter	10	64	1,331	11	9	1,861	11	3
	Hammersmith	11	52	1,164	7	1	1,415	2	8
	North Wales	12	55	1,324	8	7	1,628	11	1
	Peterborough	13	50	1,142	1	1	1,440	6	8
	Saltley	14	100	2,575	17	1	2,475	1	2
	Westminster	15	123	2,820	12	7	3,668	5	5
	Winchester	16	58	1,661	6	5	1,758	17	9
	York	17	64	1,487	9	7	1,647	15	11
			1,406	32,877	12	11	38,538	8	7
For Mistresses only.	Bishop's Stortford	18	62	1,193	4	6	1,172	12	1
	Brighton	19	65	1,328	2	3	1,100	0	3
	Bristol	20	76	1,121	0	10	1,591	2	2
	Cheltenham	21	60	1,308	4	2	1,[illegible]3	8	3
	Chichester	22	31	449	19	10	856	10	9
	Darlington	23	75	1,657	10	2	1,214	19	6
	Derby	24	44	971	0	5	830	11	10
	Durham	25	65	1,[illegible]91	8	7	1,002	2	0
	Edge Hill	26	104	1,561	15	2	1,860	13	10
	Gray's Inn Road	27	144	2,590	15	6	2,833	7	11
	Lincoln	28	40	821	18	4	824	11	7
	Liverpool	29	106	1,111	5	5	2,304	6	11
	Norwich	30	63	1,237	13	4	1,425	7	4
	Oxford	31	28	569	9	6	379	4	0
	Ripon	32	60	1,251	12	10	1,225	2	11
	Saffron Walden	33	52	1,216	18	10	1,[illegible]36	12	0
	Salisbury	34	79	1,429	14	2	1,666	14	7
	Southlands	35	109	1,887	14	6	2,088	17	8
	Stockwell	36	141	2,963	18	10	3,[illegible]07	4	7
	Swansea	37	72	1,299	19	5	1,014	2	1
	Tottenham	38	102	2,[illegible]0	19	10	2,025	14	11
	Truro	39	40	682	0	4	913	8	2
	Wandsworth	40	73	819	4	9	1,891	8	9
	Warrington	41	114	2,109	2	1	1,853	11	2
	Whitelands	42	150	3,020	8	9	3,[illegible]26	9	8
			1,935	35,605	0	4	38,412	4	11
For both Masters and Mistresses.—	Homerton	43	107	1,727	3	9	2,163	13	6

* Includes in each case cost of instructing students in Science and Art subjects, for which grants are made

(No. 4.)

COLLEGE was owing to TUITION, KEEP, and GENERAL EXPENSES, in 1894.

No. denoting College on opposite page.	DITURE UNDER THREE HEADS, AGGREGATE. Permanent Establishment Charges, &c. III.	Total.*	AMOUNT OF ANNUAL COST *per Student* UNDER EACH HEAD, AND IN THE AGGREGATE. I.	II.	III.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	425 7 7	3,553 8 2	28 12 3	23 10 5	7 1 10	59 4 6
2	1,918 7 8	7,875 9 5	24 8 8	31 4 10	17 18 7	73 12 1
3	1,449 6 4	8,183 18 4	22 12 1	25 3 2	10 5 7	58 0 10
4	482 11 7	3,360 19 0	24 10 11	21 17 7	7 15 8	54 4 2
5	1,294 19 0	8,236 11 0	24 5 9	35 0 10	11 1 4	70 7 11
6	762 3 3	5,415 19 0	28 15 3	22 18 11	8 9 5	60 3 7
7	688 19 5	5,379 7 9	20 9 3	24 4 2	6 11 3	51 4 8
8	614 3 5	4,716 14 3	18 1 11	29 1 3	7 1 2	54 4 4
9	727 14 0	3,783 0 9	17 19 8	25 1 0	10 5 0	53 5 8
10	672 14 10	3,864 17 10	20 16 1	29 1 5	10 10 3	60 7 9
11	727 8 7	3,306 18 4	22 7 10	27 4 4	13 19 9	63 11 11
12	466 8 4	3,399 8 0	24 1 8	29 4 11	8 9 7	61 16 2
13	334 9 11	2,816 17 8	20 16 10	28 16 2	6 13 9	56 6 9
14	754 12 2	5,805 10 5	25 15 2	24 15 0	7 10 11	58 1 1
15	1,537 2 7	8,026 0 7	22 18 8	29 16 6	12 9 11	65 5 1
16	326 7 7	3,738 11 9	28 12 10	30 3 9	5 12 7	64 9 2
17	742 19 11	3,878 5 5	23 4 10	25 15 0	11 12 2	60 12 0
	13,925 16 2	85,341 17 8	23 7 8	27 8 3	9 18 1	60 14 0
18	632 0 3	2,997 16 10	19 4 11	18 18 3	10 3 11	48 7 1
19	339 13 5	2,747 15 11	20 2 6	16 18 6	5 4 6	42 5 6
20	610 7 11	3,102 10 11	14 9 9	18 6 1	8 0 8	40 16 6
21	407 5 3	2,788 17 8	21 16 1	17 17 10	6 15 9	46 9 8
22	261 0 8	1,567 11 3	14 10 4	27 12 7	8 8 5	50 11 4
23	588 16 8	3,461 6 4	22 2 0	16 4 0	7 17 0	46 3 0
24	335 4 2	2,136 16 5	22 1 4	18 17 7	7 12 4	48 11 3
25	402 12 8	2,496 3 3	16 15 10	15 8 4	6 3 11	38 8 1
26	625 0 7	4,047 9 7	15 0 4	17 17 10	6 0 2	38 18 4
27	1,366 7 9	6,790 11 2	17 19 10	19 13 7	9 9 9	47 3 2
28	252 2 11	1,898 12 10	20 11 0	20 12 3	6 6 1	47 9 4
29	1,487 3 6	4,902 13 10	10 9 8	21 14 9	14 0 7	46 5 0
30	377 5 8	3,040 6 4	19 12 11	22 12 6	5 19 9	48 5 2
31	389 7 2	1,738 0 8	20 6 9	27 16 7	13 18 1	62 1 5
32	404 0 0	2,880 15 9	20 17 2	20 8 5	6 14 8	48 0 3
33	464 3 0	2,711 13 10	23 8 1	19 16 5	8 18 6	52 3 0
34	551 17 7	3,648 6 4	18 1 11	21 1 11	6 19 9	46 3 7
35	922 6 9	4,898 18 11	17 6 5	19 3 3	8 9 3	44 18 11
36	1,527 8 9	7,698 12 2	21 0 5	22 15 0	10 16 7	54 12 0
37	773 14 6	3,087 16 0	18 1 1	14 1 9	10 14 11	42 17 9
38	900 16 4	4,927 11 1	19 12 4	19 17 2	8 16 8	48 6 2
39	234 2 2	1,499 10 8	15 16 0	15 16 8	5 17 1	37 9 9
40	1,104 1 0	3,814 14 6	11 4 5	25 18 3	15 2 6	52 5 2
41	1,096 13 9	5,059 7 0	18 10 0	16 5 2	9 12 5	44 7 7
42	1,585 3 2	7,712 1 7	20 2 9	20 14 2	10 11 4	51 8 3
	17,638 15 7	91,656 0 10	18 4 3	19 13 0	9 0 5	46 17 8
43	1,728 14 7	5,619 11 10	16 2 10	20 4 5	16 3 2	52 10 5

by the Science and Art Department (*see* column 1 of Income, and column 15 of Expenditure, Table 3).

(No. 4A.)

TABLE showing the INCOME and EXPENDITURE of DAY TRAINING COLLEGES in the YEAR ended 31st JULY 1894

INCOME.

Name of College.	No. of Students.		Grants from the Education Department.		Grants from the Science and Art Department.	Subscriptions or Donations.	Fees of Students	Income from other Sources.	Total.
	Men.	Women.	(a.) For the Committee.	(b.) For the Queen's Scholars.					
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberystwyth	42	35	770 0 0	1,750 0 0	32 17 6	- - -	795 10 0	40 0 0	3,388 7 6
Birmingham	—	87	866 0 0	1,732 0 0	80 10 0	306 11 3	519 0 0	149 8 2	3,653 9 5
Bristol	—	60	600 0 0	1,200 0 0	- - -	- - -	600 0 0	20 0 0	2,420 0 0
Cambridge	21	—	210 0 0	525 0 0	- - -	- - -	- - -	- - -	735 0 0
Cardiff	43	62	1,046 0 0	2,307 0 0	25 10 0	- - -	1,050 0 0	- - -	4,428 10 0
Leeds	25	—	250 0 0	625 0 0	7 5 0	- - -	250 0 0	- - -	1,132 5 0
Liverpool	22	—	220 0 0	550 0 0	36 17 6	- - -	630 0 0	335 16 3	1,772 13 9
London, King's College	51	4	500 0 0	1,250 0 0	14 0 0	- - -	520 0 0	- - -	2,284 0 0
„ University College	28	—	280 0 0	700 0 0	1 10 0	- - -	280 0 0	- - -	1,261 10 0
Manchester	43	20	639 0 0	1,497 0 0	- - -	- - -	970 0 0	- - -	3,106 0 0
Newcastle	40	41	810 0 0	1,820 0 0	128 12 6	- - -	414 3 6	- - -	3,172 16 0
Nottingham	38	45	826 0 0	1,842 0 0	98 10 0	- - -	229 0 0	- - -	2,995 10 0
Oxford	8	—	80 0 0	200 0 0	- - -	- - -	- - -	4 0 0	284 0 0
Sheffield	12	22	340 0 0	740 0 0	13 10 0	402 10 0	158 0 0	2 8 5	1,656 8 5
Total	378	372	7,437 0 0	16,738 0 0	439 2 6	709 1 3	6,415 13 6	551 12 10	32,290 10 1

Expenditure.

Name of College.	Printing, Postage, Stationery, &c.			Salaries of Normal Master and Teachers.			Fees to College Professors.			Books and Stationery for Students.			Rent, Rates, and Taxes.			Fuel and Light.			Furniture, Repairs, and Cleaning.			Grants to Queen's Scholars.			Other Expenditure.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Aberystwyth	67	16	0	275	0	0	1,108	16	8	-	-	-	61	19	10	36	2	0	92	17	5	1,750	0	0	530	18	7	3,923	10	6
Birmingham	90	18	0	688	8	7	750	0	0	147	18	11	229	16	7	20	18	8	2	7	0	1,732	0	0	-	-	-	3,662	7	9
Bristol	144	8	1	391	5	0	450	0	0	-	-	-	85	16	1	19	9	2	67	7	3	1,200	0	0	-	-	-	2,358	5	7
Cambridge	-	-	-	200	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	525	0	0		10	0	725	10	0
Cardiff	143	13	0	786	0	0	1,727	2	8	86	16	4	205	2	5	51	0	9	167	1	9	2,307	0	0	40	0	0*	5,513	16	11
Leeds	15	3	0	350	0	0	285	16	0	2	1	4	-	-	-	-	-	-	-	-	-	625	0	0	12	2	7	1,290	2	11
Liverpool†	20	17	9	296	8	4	353	10	0	13	10	3	162	2	11	61	13	1	78	1	3	550	0	0	564	9	6	2,100	13	1
London, King's College	7	16	6	180	0	0	772	3	9	5	3	0	68	16	9	-	-	-	-	-	-	1,250	0	0	-	-	-	2,284	0	0
,, University College.	14	5	5	270	6	9	224	6	4	-	-	-	-	-	-	10	5	2	-	-	-	700	0	0	-	-	-	1,219	3	8
Manchester	44	2	0	436	16	8	1,237	8	4	-	-	-	-	-	-	-	-	-	18	1	5	1,497	0	0	121	3	4	3,354	11	9
Newcastle	73	11	1	658	15	9	431	10	10	-	-	-	-	-	-	-	-	-	46	4	8	1,820	0	0	10	10	0	3,040	12	4
Nottingham	14	19	3	478	6	8	413	0	0	3	18	6	303	1	4	-	-	-	-	-	-	1,842	0	0	1	15	0	3,057	0	9
Oxford	9	10	4	51	2	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	200	0	0	15	0	6	275	13	7
Sheffield	9	3	0	335	3	0	600	10	0	1	4	11	-	-	-	-	-	-	1	2	6	740	0	0	7	15	8	1,694	19	1
Total	656	3	5	5,397	13	6	8,354	4	7	260	13	3	1,116	15	11	199	8	10	473	3	3	16,738	0	0	1,304	5	2	34,500	7	11

* Exhibitions.

† Includes expenses of Hostel.

(No. 5A. (1).)

SUMMARY of RESULTS of EXAMINATION of CANDIDATES for ADMISSION into TRAINING COLLEGES, and for the OFFICE of TEACHER, under ARTICLES 50 and 52, CODE 1894.

MIDSUMMER 1894.

—	Presented for Examination.	Passed.				Failed.
		1st Class.	2nd Class.	3rd Class.	Total.	
Men - - - - - - - -	2,155	297	1,017	320	1,634	521
Women - - - - - - - -	5,919	1,124	1,905	1,424	4,453	1,466
Total - - - - -	8,074	1,421	2,922	1,744	6,087	1,987

(No. 5A. (2).)

SUMMARY of RESULTS of EXAMINATION of CANDIDATES for ADMISSION into TRAINING COLLEGES, and for the OFFICE of TEACHER, under ARTICLES 50 and 52, CODE 1894.

CHRISTMAS 1894.

	Presented for Examination.	Passed.				Failed.
		1st Class.	2nd Class.	3rd Class.	Total.	
Men	1,519	216	661	192	1,069	450
Women	5,042	996	1,671	1,215	3,882	1,160
Total	6,561	1,212	2,332	1,407	4,951	1,610

(No. 58.)

Summary of Results of Examination of Students in Training Colleges at Christmas, 1894.

ENGLAND AND WALES.

Men.

Training College.	THIRD YEAR.		SECOND YEAR.					FIRST YEAR.				
	Number presented for Examination.	Passed.	Number presented for Examination.	Passed.			Failed.	Number presented for Examination.	Passed.			Failed.
		2nd Division.		1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.	
Bangor	—	—	39	9	30	1	—	30	14	14	2	—
Battersea	—	—	54	39	13	1	—	54	36	17	1	—
Borough Road	5	5	68	52	16	—	—	61	46	15	—	—
Carmarthen	—	—	32	9	19	4	—	30	11	14	5	—
Carnarvon	—	—	53	42	11	—	—	63	49	14	—	—
Chelmsford	—	—	44	26	18	—	—	44	20	21	3	—
Chester	1	1	59	51	25	3	—	51	23	25	3	—
Cheltenham	—	—	42	27	15	—	—	45	21	21	3	—
Durham	—	—	35	8	15	12	—	36	6	20	10	—
Exeter	—	—	32	9	21	2	—	32	6	19	6	—
Hamilton Hill	—	—	31	11	16	4	—	23	4	19	4	—
Homerton, New	1	1	17	10	7	—	—	17	9	8	—	—
Notts, Wesley	—	—	25	16	9	—	—	30	9	19	1	—
Peterborough	—	—	24	7	16	1	—	26	5	15	6	—
Salisbury	—	—	50	32	16	2	—	48	30	15	3	—
Warrington	—	—	62	41	20	1	—	62	43	17	1	—
Winchester	—	—	29	11	14	4	—	29	11	17	1	—
York	—	—	33	18	13	1	—	33	23	9	1	—
Total	7	7	776	391	285	56	—	704	365	290	49	2

Summary of Results of Examination of Students in Training Colleges at Christmas, 1894—*continued.*

Women.

Training College.	THIRD YEAR.		SECOND YEAR.					FIRST YEAR.				
	Number presented for Examination.	Passed. 1st Division.	Number presented for Examination.	Passed. 1st Division.	Passed. 2nd Division.	Passed. 3rd Division.	Failed.	Number presented for Examination.	Passed. 1st Division.	Passed. 2nd Division.	Passed. 3rd Division.	Failed.
Bishop's Stortford	—	—	30	6	23	1	—	31	4	18	9	—
Brighton	—	—	35	32	3	—	—	30	16	14	—	—
Bristol	—	—	37	12	25	—	—	36	6	26	4	—
Cheltenham	—	—	34	19	13	2	—	26	6	12	8	—
Chichester	—	—	15	7	6	2	—	15	4	10	1	—
Darlington	1	1	35	26	9	—	—	39	21	18	—	—
Derby	—	—	22	10	12	—	—	22	4	16	2	—
Durham	—	—	32	14	15	3	—	33	3	18	12	—
Edge Hill	—	—	55	33	20	2	—	54	32	21	1	—
Home and Colonial	—	—	77	62	14	1	—	73	18	48	7	—
Homerton New	—	—	22	13	9	—	—	50	19	27	4	—
Lincoln	—	—	18	10	8	—	—	22	7	12	3	—
Liverpool	—	—	51	26	24	1	—	53	26	24	3	—
Norwich	—	—	31	8	21	2	—	31	2	11	18	—
Oxford	—	—	15	4	11	—	—	15	2	8	5	—
Ripon	—	—	27	9	18	—	—	33	15	15	3	—
Saffron Walden	—	—	26	15	11	—	—	26	12	13	1	—
Salisbury	1	1	40	17	22	1	—	38	8	22	8	—
Southlands	—	—	54	26	27	1	—	54	19	34	1	—
Stockwell	7	7	69	60	9	—	—	76	50	22	4	—
Swansea	—	—	38	22	16	—	—	39	11	25	3	—
Tottenham	—	—	49	42	7	—	—	52	26	21	5	—
Truro	—	—	22	10	11	1	—	17	2	11	4	—
Wandsworth	—	—	44	10	21	13	—	27	—	12	15	—
Warrington	—	—	50	24	26	—	—	62	14	40	8	—
Whitelands	3	3	74	44	28	2	—	88	32	45	11	—
Total	12	12	1,002	561	409	32	—	1,042	359	543	140	—

(No. 5c.)

TABLE showing the NUMBER of STUDENTS who passed an APPROVED UNIVERSITY EXAMINATION instead of Part II of the Syllabus.

MEN.

Training College.	THIRD YEAR.					SECOND YEAR.					FIRST YEAR.				
	Number presented for Examination.	Passed.			Failed.	Number presented for Examination.	Passed			Failed.	Number presented for Examination.	Passed.			Failed.
		1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.	
Battersea	—	—	—	—	—	6	6	—	—	—	2	2	—	—	—
Borough Road	4	4	—	—	—	15	15	—	—	—	15	15	—	—	—
Chelsea	—	—	—	—	—	9	9	—	—	—	12	12	—	—	—
Cheltenham	—	—	—	—	—	1	1	—	—	—	1	1	—	—	—
Chester	—	—	—	—	—	—	—	—	—	—	2	2	—	—	—
Saltley	—	—	—	—	—	2	2	—	—	—	1	1	—	—	—
Westminster	—	—	—	—	—	—	—	—	—	—	3	3	—	—	—
York	—	—	—	—	—	—	—	—	—	—	1	1	—	—	—
Total	4	4	—	—	—	33	33	—	—	—	36	36	—	—	—

WOMAN.

Liverpool	—	—	—	—	—	—	—	—	—	—	1	1	—	—	—

(No. 6.)

Tabulated Results of Examination, Christmas, 1894.

Per-centage of Marks obtained in each Subject.

Students of the Third Year—Men.

Training College.	Number examined.	Art of Teaching.	Teaching.	Number examined.	English.	Number examined.	Statics and Dynamics.	Number examined.	Euclid and Trigonometry.	Algebra and Mensuration.	Languages.		
											Number examined.	Latin.	French.
Borough Road	5	81	83	1	84	1	75	1	60	76	—	—	—
Chester	1	63	67	—	—	1	31	1	62	82	1	39	60
Homerton New	1	47	83	—	—	1	83	1	82	86	—	—	—
Total	7	73	81	1	84	3	63	3	68	81	1	39	60

Students of the Third Year—Women.

									Euclid.				
Darlington	1	71	71	—	—	—	—	1	87	98	1	67	86
Salisbury	1	89	84	—	—	—	—	1	53	92	1	49	86
Stockwell	7	74	80	5	84	—	—	7	53	54	2	13	81
Whitelands	3	63	78	2	67	—	—	3	45	63	1	59	90
Total	12	73	78	7	79	—	—	12	54	62	5	40	85

(No. 6—*continued.*)

Tabulated Results of Examination, Christmas, 1894—*continued.*

STUDENTS of the THIRD YEAR

MEN

Training College.	Sciences. V. Mathematics. Division II. Number examined	Division II. Per-centage of Marks.	Division I. Number examined.	Division I. Per-centage of Marks.	VI. A. Theoretical Mechanics (Solids). Honours. Number examined	Honours. Per-centage of Marks.	X. Inorganic Chemistry. Theoretical. Advanced. Number examined	Advanced. Per-centage of Marks.	Elementary. Number examined.	Elementary. Per-centage of Marks.	Practical. Elementary. Number examined.	Elementary. Per-centage of Marks.
Borough Road - -	—	—	—	—	1	18	1	34	—	—	1	98
Homerton New - -	1	84	1	72	1	21	—	—	—	—	—	—
Total - -	1	84	1	72	2	19	1	34	—	—	1	98

WOMAN.

Training College.	Science. XVII. Botany. Advanced. Number examined.	Advanced. Per-centage of Marks.
Whitelands - - - -	1	51
Total - - -	1	51

Tabulated Results of Examination, Christmas, 1894—*continued.*

STUDENTS OF THE SECOND YEAR.

MEN.

Training College.	Number examined.	Teaching.	Reading and Repetition.	Number examined.	Spelling.	Penmanship.	School Management.	English.			Number examined.	Geography.	Number examined.	History.
								Number examined.	Language and Literature.	Composition.				
Bangor	30	69	65	30	99	63	65	30	57	65	—	—	—	—
Battersea	53	73	69	52	99	67	76	46	67	75	1	76	1	71
Borough Road	68	72	73	68	100	68	73	53	63	82	4	73	4	67
Carmarthen	32	65	65	32	100	72	68	32	60	62	—	—	—	—
Chelsea	53	68	69	53	100	66	73	43	64	82	11	73	10	53
Cheltenham	44	70	72	44	99	65	72	43	61	66	—	—	—	—
Chester	52	67	64	52	99	65	68	52	56	43	—	—	—	—
Culham	42	74	74	42	98	66	70	42	55	68	1	45	1	73
Durham	35	65	66	35	99	67	69	35	55	54	—	—	—	—
Exeter	32	70	70	32	98	67	66	32	52	58	—	—	—	—
Hammersmith	31	70	79	31	98	67	64	31	51	79	—	—	—	—
Homerton New	17	62	62	17	99	71	71	17	56	54	—	—	—	—
North Wales	25	74	73	25	99	70	66	25	58	51	1	56	3	45
Peterborough	24	65	63	24	99	71	63	24	51	71	—	—	—	—
Saltley	50	69	75	50	100	67	76	48	55	65	—	—	—	—
Westminster	63	76	71	62	100	66	74	62	57	71	1	71	1	58
Winchester	29	74	66	29	99	69	78	29	52	69	—	—	—	—
York	31	69	68	31	98	72	72	31	48	59	—	—	—	—
Total	711	70	70	709	99	67	71	675	57	66	23	69	21	57

(*No. 6—continued.*)

Tabulated Results of Examination, Christmas, 1894—*continued.*

Students of the Second Year—*continued.*

Men—*continued.*

Training College	Algebra and Mensuration.				Euclid.				Number examined.	Practical Geometry.	Number examined.	Music.	Number examined.	Latin.	Number examined.	Greek.	Number examined.	French.	Number examined.	Welsh.
	Second Year Papers.		First Year Papers.		Second Year Papers.		First Year Papers.													
	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.*												
Bangor	26	63	3	52	26	54	3	44	—		30	89	8	49	—	—	9	37	8	8
Battersea	46	54	—	—	46	60	—	—	14	71	52	91	22	50	—	—	41	40	—	—
Borough Road	41	62	1	31	41	62	1	43	6	83	67	91	12	45	2	44	17	47	—	—
Cheltenham	31	46	1	53	31	59	1	38	—	—	52	90	—	—	—	—	—	—	—	—
Chester	42	61	1	32	42	51	1	37	—	—	53	92	14	48	—	—	3	50	—	—
Cheltenham	34	58	3	41	34	63	6	42	7	70	44	92	2	33	—	—	2	49	—	—
Chester	42	53	10	36	42	53	10	37	11	68	51	92	1	41	—	—	1	46	—	—
Chelsea	51	58	9	46	51	59	9	35	29	76	42	86	4	44	1	9	33	44	—	—
Durham	35	58	—	—	35	47	—	—	—	—	34	83	24	30	4	47	11	33	—	—
Exeter	25	58	6	33	25	51	9	41	—	—	32	89	2	37	—	—	3	53	—	—
Hammersmith	31	47	—	—	31	59	—	—	—	—	30	83	—	—	—	—	—	—	—	—
Homerton New	17	65	—	—	17	59	—	—	—	—	17	92	—	—	—	—	—	—	—	—
North Wales	19	64	1	42	19	50	6	40	—	—	25	86	11	42	—	—	—	—	3	3
Peterborough	21	48	3	31	21	51	3	33	7	87	24	89	—	—	—	—	—	—	—	—
Saltley	46	55	2	41	46	58	2	47	17	73	48	89	11	47	—	—	40	53	—	—
Westminster	24	59	18	38	24	50	18	42	37	90	62	88	30	47	—	—	31	56	—	—
Winchester	17	56	2	37	17	53	14	44	—	—	29	88	1	39	—	—	1	77	—	—
York	21	52	5	36	21	43	5	35	7	69	31	88	—	—	—	—	4	50	—	—
Total	501	56	85	39	551	54	98	40	135	77	703	89	147	43	7	43	208	49	11	11

* After adjustment in accordance with the terms of the Minute.

Tabulated Results of Examination, Christmas, 1894—*continued.*

Students of the Second Year—*continued.*

Men—*continued.*

Training College.	Sciences. V. Mathematics. Division II. Number examined.	Division II. Percentage of Marks.	Division I. Number examined.	Division I. Percentage of Marks.	VIA. Theoretical Mechanics (Solids). Honours. Number examined.	Honours. Percentage of Marks.	Advanced. Number examined.	Advanced. Percentage of Marks.	Elementary. Number examined.	Elementary. Percentage of Marks.	VIB. Theoretical Mechanics. (Fluids). Elementary. Number examined.	Elementary. Percentage of Marks.	VIII. Sound, Light, and Heat. Elementary. Number examined.	Elementary. Percentage of Marks.	VIIIA. Sound. Advanced. Number examined.	Advanced. Percentage of Marks.	VIIIB. Light. Advanced. Number examined.	Advanced. Percentage of Marks.
Bangor	—	—	—	—	—	—	12	60	9	66	—	—	7	50	—	—	—	—
Battersea	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Borough Road	15	52	39	55	1	54	13	53	8	70	9	73	—	—	—	—	—	—
Carmarthen	—	—	—	—	—	—	—	—	13	59	—	—	20	56	—	—	8	50
Chelsea	—	—	29	56	—	—	—	—	2	74	—	—	1	70	10	69	—	—
Cheltenham	—	—	3	55	—	—	—	—	17	71	—	—	12	61	—	—	—	—
Chester	1	80	15	52	—	—	4	47	26	66	14	66	19	58	—	—	—	—
Culham	—	—	6	51	—	—	4	44	6	65	—	—	—	—	—	—	—	—
Durham	—	—	—	—	—	—	—	—	—	—	—	—	2	46	16	48	—	—
Exeter	—	—	—	—	—	—	—	—	6	45	—	—	—	—	—	—	—	—
Hammersmith	—	—	—	—	—	—	—	—	—	—	—	—	3	57	14	53	—	—
Homerton New	—	—	17	45	—	—	9	52	8	63	8	60	—	—	—	—	—	—
North Wales	—	—	—	—	—	—	—	—	15	66	—	—	15	59	—	—	—	—
Peterborough	—	—	—	—	—	—	—	—	—	—	—	—	15	57	—	—	—	—
Saltley	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Westminster	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Winchester	—	—	—	—	—	—	11	33	2	70	—	—	—	—	—	—	—	—
York	—	—	—	—	—	—	2	58	1	74	—	—	1	43	12	69	—	—
Total	16	53	109	53	1	54	55	49	113	65	31	66	95	57	52	58	8	50

(No. 6—*continued.*)

Tabulated Results of Examination, Christmas, 1894—*continued.*

Students of the Second Year—*continued.*

Men—*continued.*

Training Colleges.	VIII.		IX.				Section. X									
	Heat.		Magnetism and Electricity.				Inorganic Chemistry.									
							Theoretical.				Practical.					
	Advanced.		Advanced.		Elementary.		Advanced.		Elementary.		Honours.		Advanced.		Elementary.	
	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.
[illegible]	—	—	14	45	6	67	—	—	—	—	—	—	—	—	—	—
[illegible]	—	—	—	—	—	—	13	46	—	—	—	—	13	62	1	1
[illegible]	—	—	3	49	—	—	9	47	11	68	1	1	8	69	15	82
[illegible]	—	—	13	42	11	55	—	—	—	—	—	—	—	—	—	—
[illegible]	—	—	—	—	—	—	10	48	1	70	—	—	10	55	1	85
[illegible]	5	57	—	—	—	—	3	68	34	67	1	63	8	60	34	78
[illegible]	15	46	—	—	—	—	—	—	—	—	—	—	—	—	—	—
[illegible]	—	—	8	53	3	75	—	—	—	—	—	—	—	—	—	—
[illegible]	11	28	—	—	—	—	—	—	—	—	—	—	—	—	—	—
[illegible]	—	—	24	23	7	43	—	—	—	—	—	—	—	—	—	—
[illegible]	1	45	22	43	4	67	16	51	5	80	—	—	19	45	2	39
[illegible]	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
[illegible]	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
[illegible]	9	47	—	—	7	58	—	—	—	—	—	—	—	—	—	—
[illegible]	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
[illegible]	—	—	—	—	—	—	21	43	7	71	—	—	15	53	3	80
[illegible]	—	—	—	—	—	—	21	59	5	55	—	—	23	65	4	84
[illegible]	4	51	25	50	3	50	—	—	—	—	—	—	—	—	—	—
Total	48	51	119	51	41	57	95	49	63	63	2	66	90	59	66	82

Tabulated Results of Examination, Christmas, 1894—*continued.*

Students of the Second Year—*continued.*

Men—*continued.*

Training College.	Sciences. XIV. Human Physiology. Advanced. Number examined.	Human Physiology. Advanced. Percentage of Marks.	Human Physiology. Elementary. Number examined.	Human Physiology. Elementary. Percentage of Marks.	XXIII. Physiography. Advanced. Number examined.	Physiography. Advanced. Percentage of Marks.	Physiography. Elementary. Number examined.	Physiography. Elementary. Percentage of Marks.	XXIV. Agriculture. Advanced. Number examined.	Agriculture. Advanced. Percentage of Marks.	Agriculture. Elementary. Number examined.	Agriculture. Elementary. Percentage of Marks.	XXV. Hygiene. Elementary. Number examined.	Hygiene. Elementary. Percentage of Marks.
Bangor	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Battersea	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Borough Road	16	28	5	63	—	—	—	—	—	—	—	—	—	—
Carmarthen	—	—	—	—	10	57	6	76	—	—	—	—	—	—
Chelsea	—	—	—	—	2	78	2	74	—	—	—	—	—	—
Cheltenham	24	40	2	58	14	70	5	82	—	—	—	—	—	—
Chester	—	—	—	—	22	63	7	75	—	—	—	—	—	—
Culham	—	—	—	—	2	70	5	78	—	—	—	—	—	—
Durham	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Exeter	—	—	—	—	28	65	1	71	—	—	—	—	—	—
Hammersmith	—	—	—	—	—	—	—	—	—	—	—	—	4	63
Homerton New	—	—	—	—	—	—	—	—	—	—	—	—	—	—
North Wales	—	—	—	—	7	74	1	82	4	63	1	58	—	—
Peterborough	—	—	—	—	8	70	8	79	11	64	3	73	—	—
Saltley	—	—	—	—	28	61	—	—	10	58	—	—	—	—
Westminster	—	—	—	—	27	73	—	—	—	—	—	—	—	—
Winchester	—	—	—	—	—	—	—	—	16	59	—	—	6	61
York	—	—	—	—	4	62	—	—	—	—	3	60	—	—
Total	40	35	7	61	152	66	35	78	41	60	13	62	10	62

(No. 6—*continued.*)

Tabulated Results of Examination, Christmas, 1894—*continued.*

STUDENTS OF THE FIRST YEAR.

MEN.

Training College.	Number examined	Reading and Repetition.	Number examined.	Spelling.	Penmanship.	School Management.	Number examined.	Arithmetic.	Number examined.	Mental Arithmetic.
Bangor	30	68	30	99	64	62	30	79	30	53
Battersea	54	67	54	99	67	67	52	86	52	69
Borough Road	63	65	61	98	64	70	46	87	46	58
Carmarthen	30	66	30	99	66	63	30	81	29	52
Chelsea	63	68	63	99	64	65	51	83	51	63
Cheltenham	46	72	44	99	65	67	43	87	43	59
Chester	52	73	51	98	61	57	49	82	49	60
Cuthbert	45	66	45	97	65	62	45	79	45	57
Durham	36	62	36	98	65	59	36	83	36	62
Exeter	32	75	32	98	64	54	32	80	32	54
Hammersmith	18	74	18	98	57	55	18	78	18	53
Homerton New	17	64	17	99	63	65	17	88	17	67
North Wales	30	70	30	98	65	56	30	79	30	60
Peterborough	26	56	26	99	64	60	26	79	26	55
Saltley	50	72	48	98	66	57	47	84	47	60
Westminster	60	70	59	98	69	68	57	85	57	61
Winchester	29	67	29	97	62	61	29	88	29	61
York	31	74	31	96	63	50	30	85	30	64
Total	712	68	704	98	64	62	688	83	667	60

Tabulated Results of Examination, Christmas, 1894—*continued.*

Students of the First Year—*continued.*

Men—*continued.*

Training College.	English.			Number examined.	Geography.	Number examined.	History.	Number examined.	Algebra and Mensuration.	Number examined.	Euclid.
	Number examined.	Language and Literature.	Composition.								
Bangor	30	52	56	30	60	26	56	30	66	30	59
Battersea	52	71	69	38	65	47	53	52	66	52	60
Borough Road	46	55	66	52	69	44	59	46	69	46	69
Carmarthen	30	58	62	30	58	30	53	30	58	30	57
Chelsea	52	69	63	58	73	49	58	51	62	51	59
Cheltenham	43	60	77	44	70	43	54	43	64	43	60
Chester	49	61	59	49	68	48	54	49	60	49	53
Culham	45	56	77	41	67	44	53	45	63	45	54
Durham	36	51	63	36	64	34	51	36	63	36	60
Exeter	32	49	63	32	61	32	53	32	55	32	57
Hammersmith	18	58	75	18	53	18	40	18	63	18	56
Homerton New	17	72	45	17	70	17	66	17	66	17	65
North Wales	30	52	52	30	61	30	40	30	60	30	54
Peterborough	26	46	80	26	61	26	52	26	54	26	58
Saltley	47	57	76	48	63	47	55	47	64	47	59
Westminster	57	65	79	55	62	56	58	57	65	57	62
Winchester	29	53	67	28	74	28	42	29	62	29	63
York	30	61	77	31	65	30	57	30	69	30	60
Total	669	59	68	663	65	649	54	668	63	668	59

(No. 6—*continued.*)

Tabulated Results of Examination, Christmas, 1894—*continued.*

Students of the First Year—*continued.*

Men—*continued.*

Training College.	Number examined.	Music.	Number examined.	Latin.	Number examined.	Greek.	Number examined.	French.	Number examined.	German.	Number examined.	Welsh.
Bangor	30	90	—	—	—	—	22	68	—	—	12	70
Battersea	54	96	39	50	—	—	47	66	—	—	—	—
Borough Road	61	93	29	49	1	56	98	73	—	—	—	—
Carmarthen	30	95	—	—	—	—	12	58	—	—	—	—
Chelsea	63	95	25	53	—	—	58	64	—	—	—	—
Cheltenham	44	96	1	46	—	—	7	75	—	—	—	—
Chester	51	96	6	41	—	—	12	53	—	—	—	—
Cheltenham	45	91	7	38	—	—	44	61	—	—	—	—
Durham	36	91	27	36	0	47	9	43	1	67	—	—
Exeter	52	93	8	41	—	—	1	56	—	—	—	—
Hammersmith	18	94	—	—	—	—	—	—	—	—	—	—
Homerton, New	17	95	—	—	—	—	—	—	—	—	—	—
North Wales	30	94	—	—	—	—	30	59	—	—	8	74
Peterborough	26	92	—	—	—	—	1	75	—	—	—	—
Saltley	48	93	13	46	—	—	25	95	—	—	—	—
Westminster	59	95	4	40	—	—	56	68	—	—	—	—
Winchester	29	92	1	24	—	—	9	49	—	—	—	—
York	31	93	—	—	—	—	25	55	—	—	—	—
Total	703	94	154	45	7	18	502	68	1	67	20	72

Tabulated Results of Examination, Christmas, 1894—*continued.*

Students of the First Year—*continued.*

Men—*continued.*

Training College.	Sciences. V. Mathematics. Division I.		VIA. Theoretical Mechanics (Solids). Advanced.		VIA. Theoretical Mechanics (Solids). Elementary.		VIB. Theoretical Mechanics (Fluids). Elementary.		VIII. Sound, Light, and Heat. Elementary.		VIIIA. Sound. Advanced.		IX. Magnetism and Electricity. Advanced.		IX. Magnetism and Electricity. Elementary.		X. Inorganic Chemistry. Theoretical. Advanced.		X. Inorganic Chemistry. Theoretical. Elementary.	
	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.	Number examined.	Per-centage of Marks.
Bangor	—	—	—	—	30	67	—	—	—	—	—	—	—	—	30	68	—	—	—	—
Battersea	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	5	40	19	66
Borough Road	3	45	—	—	22	70	3	91	22	50	—	—	—	—	27	56	—	—	—	—
Carmarthen	—	—	—	—	4	40	—	—	26	60	1	83	—	—	—	—	—	—	29	60
Chelsea	1	52	—	—	33	63	—	—	23	52	—	—	—	—	—	—	1	57	39	61
Cheltenham	—	—	—	—	1	74	1	66	32	57	—	—	—	—	42	63	—	—	—	—
Chester	3	53	—	—	13	68	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Culham	—	—	—	—	32	58	—	—	27	49	4	62	—	—	—	—	—	—	—	—
Durham	—	—	—	—	—	—	—	—	—	—	—	—	1	14	30	52	—	—	—	—
Exeter	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	36	17	51
Hammersmith	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homerton New	17	42	1	28	16	60	16	62	—	—	—	—	—	—	—	—	—	—	—	—
North Wales	—	—	—	—	—	—	—	—	7	61	—	—	—	—	—	—	—	—	—	—
Peterborough	—	—	—	—	—	—	—	—	24	50	—	—	—	—	22	59	—	—	—	—
Saltley	—	—	—	—	—	—	—	—	—	—	—	—	—	—	40	66	—	—	—	—
Westminster	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	60	54
Winchester	—	—	1	28	—	—	—	—	—	—	—	—	—	—	—	—	1	40	28	56
York	—	—	—	—	—	—	—	—	26	49	3	67	2	42	26	61	—	—	—	—
Total	24	44	2	28	151	63	20	67	187	53	8	67	3	33	217	61	8	42	232	58

(No. 6—*continued.*)

Tabulated Results of Examination, Christmas, 1894—*continued.*

Students of the First Year—*continued.*

Men—*continued.*

Training Centre.	Sciences.																					
	X.						XIV.				XXIII.				XXIV.				XXV.			
	Inorganic Chemistry.						Human Physiology.				Physiography.				Agriculture.				Hygiene.			
	Practical.																					
	Honours.		Advanced.		Elementary.		Advanced.		Elementary.		Advanced.		Elementary.		Advanced.		Elementary.		Elementary.			
	Number examined.	Per cent. obtained of Marks.	Number examined.	Per cent. obtained of Marks.	Number examined.	Per cent. obtained of Marks.	Number examined.	Per cent. obtained of Marks.	Number examined.	Per cent. obtained of Marks.	Number examined.	Per cent. obtained of Marks.	Number examined.	Per cent. obtained of Marks.	Number examined.	Per cent. obtained of Marks.	Number examined.	Per cent. obtained of Marks.	Number examined.	Per cent. obtained of Marks.		
Bungar	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
[illegible]	—	—	—	—	40	88	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
[illegible] Road	1	34	3	62	22	57	4	32	12	64	—	—	—	—	—	—	—	—	—	—		
[illegible]	—	—	—	—	—	—	—	—	—	—	13	54	12	66	—	—	—	—	—	—		
[illegible]	—	—	1	56	30	90	—	—	14	49	—	—	11	72	—	—	—	—	—	—		
[illegible]	—	—	1	68	42	66	—	—	36	45	—	—	—	—	—	—	—	—	—	—		
[illegible]	—	—	—	—	—	—	—	—	—	—	20	62	16	74	—	—	—	—	—	—		
[illegible]	—	—	—	—	—	—	—	—	—	—	—	—	14	73	—	—	—	—	—	—		
[illegible]	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
[illegible]	—	—	—	—	—	—	—	—	—	—	7	57	85	53	—	—	—	—	—	—		
[illegible]	—	—	1	43	12	53	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
[illegible] New	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
North Wales	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
[illegible]

Tabulated Results of Examination, Christmas, 1894—*continued.*

Students of the Second Year.

Women.

Training College.	Number examined.	Teaching.	Reading and Repetition	Number examined.	Spelling.	Penmanship.	Number examined.	School Management.	Number examined.	Needlework.	Number examined.	Arithmetic.	English.		Number examined.	Geography.
													Language and Literature.	Composition.		
Bishop's Stortford	30	67	77	30	98	65	30	64	30	72	29	69	57	75	19	54
Brighton	35	76	74	35	98	70	35	66	35	83	35	85	59	79	35	69
Bristol	37	70	74	36	99	67	36	68	37	83	36	66	56	77	36	56
Cheltenham	34	72	73	33	97	65	33	65	34	77	33	74	52	72	26	41
Chichester	15	74	75	15	99	69	15	62	15	83	15	71	52	81	15	57
Darlington	35	73	81	35	98	71	35	67	35	83	35	82	62	73	35	63
Derby	22	69	75	22	98	65	22	63	22	71	22	84	56	76	22	60
Durham	32	71	73	32	98	70	32	64	32	75	32	68	55	82	32	62
Edge Hill	55	72	78	55	99	72	55	74	55	80	55	79	67	63	47	58
Home and Colonial	77	69	70	77	99	74	77	68	77	73	77	75	60	76	54	65
Homerton New	22	67	72	22	98	62	22	69	22	80	22	77	56	79	22	67
Lincoln	18	68	76	18	98	71	18	63	18	85	18	76	52	64	18	53
Liverpool	52	75	75	51	99	72	51	65	51	75	51	76	55	52	18	39
Norwich	31	69	72	31	99	66	31	58	31	74	31	76	55	71	31	43
Oxford	15	74	80	15	98	62	15	68	15	79	15	72	58	55	15	46
Ripon	27	73	65	25	98	69	26	63	27	77	25	71	56	78	17	44
Saffron Walden	26	67	74	26	99	73	26	60	26	88	26	73	59	55	26	46
Salisbury	40	76	78	40	98	72	40	64	40	82	40	76	57	69	40	47
Southlands	54	76	75	54	99	69	54	61	54	75	54	83	62	68	54	47
Stockwell	69	77	84	69	99	63	69	67	69	81	69	80	66	69	53	76
Swansea	38	65	66	38	99	80	38	66	38	87	38	74	60	69	38	47
Tottenham	49	77	60	48	99	73	48	76	49	84	48	78	58	62	48	67
Truro	22	71	74	22	96	68	22	66	22	83	22	66	53	55	22	53
Wandsworth	46	72	75	44	98	67	44	63	44	65	44	65	56	57	44	38
Warrington	50	70	78	50	99	70	50	63	50	82	50	75	55	56	50	49
Whitelands	74	77	79	74	98	65	74	68	74	83	74	75	54	58	61	60
Total	1,005	72	75	997	98	69	998	66	1,002	79	996	75	58	67	878	55

(No. 6—*continued.*)

Tabulated Results of Examination, Christmas, 1894—*continued.*

Students of the Second Year—*continued.*

Women.

Training Colleges.	Number examined.	History.	Number examined.	Domestic Economy.	Number examined.	Music.	Number examined.	Latin.	Number examined.	French.	Number examined.	German.	Number examined.	Welsh.
[illegible]	20	61	20	70	30	88	—	—	11	49	[illegible]	—	—	[illegible]
[illegible]	15	51	15	66	34	46	—	—	[illegible]	—	[illegible]	—	—	[illegible]
[illegible]	18	51	18	74	35	51	—	—	[illegible]	—	[illegible]	—	[illegible]	[illegible]
[illegible]	12	48	12	68	33	50	—	—	2	59	[illegible]	—	[illegible]	[illegible]
[illegible]	15	60	15	62	15	25	5	38	14	38	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	5	12	5	68	33	8	4	32	8	44	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	22	62	22	61	22	25	—	—	8	42	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	8	28	10	68	33	8	—	—	[illegible]	—	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	25	65	[illegible]	—	55	25	13	41	20	47	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	30	77	30	73	75	32	4	39	21	40	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	22	56	22	67	22	26	—	—	[illegible]	—	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	6	63	18	63	18	7	—	—	7	58	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	27	67	27	67	51	28	22	37	30	43	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	13	67	13	67	31	13	—	—	13	29	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	15	61	15	60	15	15	—	—	13	53	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	28	55	28	60	26	27	—	—	21	49	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] Wrexham	26	81	26	57	26	8	—	—	10	53	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	40	62	40	64	39	20	—	—	9	58	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	14	43	14	55	54	21	—	—	13	57	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	35	71	35	78	69	21	39	42	21	55	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	25	75	25	68	37	25	—	—	25	38	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	38	78	45	66	48	25	3	56	25	60	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	12	50	12	56	33	12	—	—	[illegible]	—	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	22	73	22	57	41	22	1	49	22	54	2	27	[illegible]	[illegible]
[illegible]	25	75	25	68	48	25	—	—	[illegible]	52	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	5	77	5	61	73	87	13	44	24	59	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	1,000	1,000	1,000	1,000	1,000	1,000	101	41	1,000	1,000	81	34	1	1,000

Tabulated Results of Examination, Christmas, 1894—*continued.*

Students of the Second Year—*continued.*

Women—*continued.*

Training College.	Sciences. V. Mathematics. Division I.		VIA. Theoretical Mechanics (Solids). Advanced.		VIA. Theoretical Mechanics (Solids). Elementary.		VIB. Theoretical Mechanics (Fluids). Elementary.		VIII. Sound, Light, and Heat. Elementary.		VIIIA. Sound. Advanced.		VIIIC. Heat. Advanced.		IX. Magnetism and Electricity. Elementary.	
	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.
Bishop's Stortford	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Brighton	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bristol	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cheltenham	—	—	—	—	—	—	—	—	12	47	—	—	—	—	—	—
Chichester	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Darlington	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Derby	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Durham	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Edge Hill	4	31	5	48	15	78	—	—	—	—	—	—	—	—	—	—
Home and Colonial	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homerton New	—	—	—	—	—	—	—	—	3	52	8	56	—	—	1	60
Lincoln	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Liverpool	1	48	—	—	—	—	5	74	—	—	—	—	—	—	—	—
Norwich	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Oxford	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ripon	—	—	—	—	—	—	—	—	—	—	—	—	—	—	25	68
Saffron Walden	—	—	—	—	26	44	—	—	—	—	—	—	—	—	—	—
Salisbury	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Southlands	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Stockwell	1	56	—	—	—	—	—	—	27	54	—	—	4	37	—	—
Swansea	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tottenham	—	—	—	—	—	—	—	—	38	49	—	—	5	41	—	—
Truro	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Wandsworth	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Warrington	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Whitelands	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	6	38	5	48	41	57	5	74	80	50	8	56	9	39	26	67

(No. 0—*continued.*)

Tabulated Results of Examination, Christmas, 1894—*continued.*

Students of the Second Year—*continued.*

Women—*continued.*

Training Colleges.	Alternative to VIII. or IX.	Sciences. X.						XIV.				XVII.			
	Elementary Physics.	Inorganic Chemistry.				Human Physiology.				Botany.			
		Theoretical.		Practical.									
	Elementary.	Elementary.		Elementary.		Advanced.		Elementary.		Advanced.		Elementary.	
	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.
Bishop's Stortford	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Brighton	—	—	—	—	—	—	—	—	—	—	23	40	11	73
Bristol	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cheltenham	—	—	25	60	28	61	—	—	—	—	25	38	7	42
Chichester	—	—	—	—	—	—	—	—	4	30	5	56	9	57
Darlington	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Derby	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Durham	—	—	—	—	—	—	—	—	—	—	22	45	10	63
Edge Hill	—	—	—	—	—	—	—	—	—	—	12	48	12	50
Home and Colonial	—	—	—	—	—	—	42	36	22	66	23	53	33	58
Homerton New	11	71	—	—	—	—	—	—	—	—	—	—	—	—
Lincoln	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Liverpool	—	—	—	—	—	—	—	—	—	—	11	44	12	61
Norwich	—	—	—	—	—	—	—	—	—	—	5	45	20	59
Oxford	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ripon	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Saffron Walden	—	—	—	—	—	—	14	34	8	50	—	—	—	—
Salisbury	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Southlands	—	—	—	—	—	—	15	36	6	34	—	—	5	62
Stockwell	—	—	—	—	—	—	30	46	1	69	—	—	—	—
Swansea	—	—	—	—	—	—	15	42	6	62	—	—	—	—
Tottenham	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Truro	—	—	—	—	—	—	—	—	—	—	—	—	23	54
Warnborough	—	—	—	—	—	—	—	—	—	—	—	—	9	54
Whitelands	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Winchester	—	—	—	—	—	—	—	—	3	58	28	47	43	57
Total	11	71	25	60	28	61	116	39	48	61	154	45	192	58

Tabulated Results of Examination, Christmas, 1894—*continued.*

Students of the Second Year—*continued.*

Women—*continued.*

Training College.	Sciences. XXIII. Physiography. Honours. Number examined.	Honours. Percentage of Marks.	Advanced. Number examined.	Advanced. Percentage of Marks.	Elementary. Number examined.	Elementary. Percentage of Marks.	XXIV. Agriculture. Advanced. Number examined.	Advanced. Percentage of Marks	Elementary. Number examined.	Elementary. Percentage of Marks.	XXV. Hygiene. Elementary. Number examined.	Elementary. Percentage of Marks.
Bishop's Stortford	—	—	—	—	—	—	14	53	16	65	—	—
Brighton	—	—	—	—	—	—	31	71	4	72	—	—
Bristol	—	—	24	56	13	62	34	58	3	64	—	—
Cheltenham	—	—	—	—	—	—	9	55	—	—	—	—
Chichester	—	—	—	—	—	—	—	—	—	—	—	—
Darlington	1	49	23	60	11	74	—	—	—	—	—	—
Derby	—	—	12	60	2	78	22	58	—	—	—	—
Durham	—	—	23	54	9	72	—	—	—	—	—	—
Edge Hill	—	—	6	59	2	78	—	—	—	—	—	—
Home and Colonial	—	—	21	68	1	58	—	—	—	—	—	—
Homerton New	—	—	19	66	2	68	—	—	—	—	—	—
Lincoln	—	—	—	—	1	75	17	61	1	69	—	—
Liverpool	—	—	44	62	5	70	—	—	16	66	1	56
Norwich	—	—	—	—	—	—	—	—	—	—	—	—
Oxford	—	—	—	—	—	—	—	—	—	—	—	—
Ripon	—	—	10	74	15	73	—	—	—	—	—	—
Saffron Walden	—	—	—	—	—	—	—	—	—	—	—	—
Salisbury	—	—	—	—	—	—	31	70	—	—	—	—
Southlands	—	—	6	61	1	80	49	53	4	63	14	57
Stockwell	—	—	6	76	—	—	—	—	—	—	29	62
Swansea	—	—	8	74	9	82	—	—	—	—	15	58
Tottenham	—	—	14	71	10	80	—	—	—	—	10	66
Truro	—	—	22	60	—	—	—	—	—	—	—	—
Wandsworth	—	—	18	64	21	71	—	—	—	—	—	—
Warrington	—	—	29	57	21	75	—	—	—	—	34	61
Whitelands	—	—	—	—	—	—	—	—	46	79	—	—
Total	1	49	285	62	123	73	207	60	90	73	103	61

(No. 6—*continued.*)

Tabulated Results of Examination, Christmas, 1894—*continued.*

STUDENTS OF THE FIRST YEAR.

WOMEN.

Training College	Number examined.	Reading	Number examined.	Spelling.	...ship.	Number examined.	School ...ment	N... ...	Need work.	Number examined.	Arithmetic.	English.	
												... and Literature.	...sition.
Bishop's Stortford	32	63	31	97	71	31	6[illegible]	31	32	31	71	54	75
Brighton	3[illegible]	71	30	98	6[illegible]	3[illegible]	1[illegible]	3[illegible]	83	3[illegible]	7[illegible]	55	60
Bristol	[illegible]	[illegible]	56	99	[illegible]	[illegible]	[illegible]	[illegible]	70	[illegible]	[illegible]	57	77
Cheltenham	2[illegible]	[illegible]	26	99	[illegible]	[illegible]	[illegible]	[illegible]	71	26	24	45	78
Chichester	[illegible]	[illegible]	15	99	[illegible]	[illegible]	[illegible]	[illegible]	93	[illegible]	[illegible]	48	75
Darlington	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	76	[illegible]	[illegible]	62	74
Derby	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	82	[illegible]	[illegible]	53	[illegible]
Durham	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	74	[illegible]	[illegible]	53	[illegible]
Edge Hill	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	77	[illegible]	[illegible]	57	[illegible]
Home and [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	71	[illegible]	[illegible]	44	[illegible]
Homerton New	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	78	[illegible]	[illegible]	49	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Liverpool	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]

Tabulated Results of Examination, Christmas, 1894—*continued.*

Students of the First Year—*continued.*

Women—*continued.*

Training College.	Number examined.	Geography.	Number examined.	History.	Number examined.	Domestic Economy.	Number examined.	Music.	Number examined.	Latin.	Number examined.	French.	Number examined.	German.
Bishop's Stortford	31	67	31	63	31	81	31	91	—	—	10	64	—	—
Brighton	30	72	30	60	30	83	30	97	—	—	—	—	—	—
Bristol	36	67	36	62	36	77	36	93	—	—	14	49	—	—
Cheltenham	26	61	26	53	26	78	26	91	—	—	4	69	—	—
Chichester	15	59	15	62	15	78	15	94	1	33	12	77	—	—
Darlington	39	69	39	61	39	77	39	94	7	44	33	46	—	—
Derby	22	61	22	58	22	82	22	94	—	—	6	58	—	—
Durham	33	52	33	55	33	76	33	93	—	—	—	—	—	—
Edge Hill	52	61	54	63	54	79	54	93	16	42	51	55	—	—
Home and Colonial	73	61	73	60	73	76	73	96	—	—	37	53	—	—
Homerton New	50	64	50	51	50	73	50	95	—	—	50	47	—	—
Lincoln	22	57	22	49	22	63	22	99	—	—	22	50	—	—
Liverpool	51	55	52	63	53	75	53	97	18	41	34	69	3	50
Norwich	31	53	31	51	32	68	32	93	1	49	12	41	—	—
Oxford	15	58	15	57	15	79	15	99	1	14	8	53	—	—
Ripon	33	63	33	54	33	69	33	96	—	—	33	48	—	—
Saffron Walden	26	60	26	55	26	66	26	94	—	—	26	52	—	—
Salisbury	38	66	38	61	38	78	38	93	—	—	—	—	—	—
Southlands	54	61	54	61	54	74	54	94	—	—	38	63	—	—
Stockwell	72	76	76	70	76	75	76	96	43	38	39	76	—	—
Swansea	39	52	39	52	39	76	39	95	—	—	39	55	—	—
Tottenham	52	65	52	63	52	77	52	95	—	—	37	73	—	—
Truro	17	58	17	53	17	67	17	99	—	—	8	46	—	—
Wandsworth	27	54	27	52	27	69	27	92	—	—	25	25	1	55
Warrington	62	61	62	56	63	77	63	95	—	—	62	41	—	—
Whitelands	88	59	88	61	88	74	88	96	—	—	88	50	—	—
Total	1,034	62	1,041	59	1,044	75	1,044	95	87	40	688	54	4	52

(No. 6—*continued.*)

Tabulated Results of Examination, Christmas, 1894—*continued.*

Students of the First Year—*continued.*

Women—*continued.*

Training College.	V.		VIA.		VIII.		Sciences. VIIIA.		Alternative to VIII. or IX.		X.				XIV.			
	Mathematics.		Theoretical Mechanics (Solids).		Sound, Light and Heat.		Sound.		Elementary Physics.		Inorganic Chemistry.				Human Physiology.			
											Theoretical.		Practical.					
	Division I.		Elementary.		Elementary.		Advanced.		Elementary.		Elementary.		Elementary.		Advanced.		Elementary.	
	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.	Number examined.	Percentage of Marks.
Bishop's Stortford	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Brighton	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bristol	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cheltenham	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Chichester	—	—	—	—	—	—	—	—	—	—	18	51	22	57	—	—	—	—
Darlington	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	15	33
Derby	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Durham	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Edge Hill	—	—	5	70	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Home and Colonial	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homerton New	—	—	—	—	—	—	6	46	17	66	—	—	—	—	—	—	37	58
Lincoln	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Liverpool	1	59	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Norwich	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Oxford	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ripon	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Saffron Walden	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Salisbury	—	—	—	—	—	—	—	—	—	—	—	—	—	—	9	34	83	60
Southlands	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Stockwell	—	—	1	62	—	—	—	—	—	—	—	—	—	—	10	33	20	57
Swansea	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	35	64
Tottenham	—	—	—	—	13	45	—	—	—	—	—	—	—	—	—	—	39	57
Truro	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Wandsworth	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Warrington	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Whitelands	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	30	47
Total	1	59	6	68	13	65	6	46	17	66	18	51	22	57	12	33	190	56

Tabulated Results of Examination, Christmas, 1894—*continued.*

Students of the First Year—*continued.*

Women—*continued.*

Training College.	Sciences. XVII. Botany. Advanced. Number examined.	XVII. Botany. Advanced. Percentage of Marks.	XVII. Botany. Elementary. Number examined.	XVII. Botany. Elementary. Percentage of Marks.	XXIII. Physiography. Advanced. Number examined.	XXIII. Physiography. Advanced. Percentage of Marks.	XXIII. Physiography. Elementary. Number examined.	XXIII. Physiography. Elementary. Percentage of Marks.	XXIV. Agriculture. Advanced. Number examined.	XXIV. Agriculture. Advanced. Percentage of Marks.	XXIV. Agriculture. Elementary. Number examined.	XXIV. Agriculture. Elementary. Percentage of Marks.	XXV. Hygiene. Elementary. Number examined.	XXV. Hygiene. Elementary. Percentage of Marks.
Bishop's Stortford	—	—	—	—	—	—	—	—	—	—	20	67	—	—
Brighton	—	—	30	64	—	—	—	—	—	—	30	73	—	—
Bristol	—	—	—	—	—	—	25	66	—	—	35	65	—	—
Cheltenham	—	—	22	49	—	—	—	—	—	—	—	—	—	—
Chichester	3	50	12	52	—	—	—	—	—	—	—	—	—	—
Darlington	—	—	—	—	21	59	17	80	—	—	—	—	—	—
Derby	—	—	—	—	—	—	16	74	1	68	21	64	—	—
Durham	—	—	33	45	10	39	23	68	—	—	—	—	—	—
Edge Hill	—	—	14	53	13	53	—	—	—	—	—	—	—	—
Home and Colonial	—	—	34	63	1	74	—	—	—	—	—	—	—	—
Homerton New	—	—	—	—	27	65	17	81	—	—	—	—	—	—
Lincoln	—	—	—	—	—	—	22	64	—	—	22	60	—	—
Liverpool	2	64	17	64	—	—	27	70	—	—	—	—	48	60
Norwich	5	35	26	58	—	—	—	—	—	—	—	—	—	—
Oxford	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ripon	—	—	—	—	—	—	33	72	—	—	—	—	—	—
Saffron Walden	—	—	1	49	—	—	—	—	—	—	—	—	—	—
Salisbury	—	—	—	—	—	—	—	—	—	—	—	—	38	56
Southlands	—	—	16	58	—	—	24	75	—	—	—	—	—	—
Stockwell	—	—	—	—	—	—	30	81	—	—	—	—	8	68
Swansea	—	—	—	—	—	—	—	—	—	—	—	—	39	58
Tottenham	—	—	—	—	31	61	21	78	—	—	—	—	—	—
Truro	—	—	15	48	—	—	11	61	—	—	—	—	—	—
Wandsworth	—	—	—	—	—	—	26	75	—	—	—	—	—	—
Warrington	—	—	—	—	—	—	63	70	—	—	—	—	63	56
Whitelands	—	—	48	59	—	—	—	—	—	—	88	74	—	—
Total	10	45	268	56	103	59	355	72	1	68	216	69	196	58

N.B.—Students taking University Examinations and excused thereby from Part II. of the Syllabus are not included in the results of Part II. here tabulated. For the number of such students in each college *see* Table 5c.

(No. 7.)

CHRISTMAS EXAMINATION, 1894.

SCIENCE.—STUDENTS.

MEN.

Training College.	Total No. of Students examined.	Mathematics.								Theoretical Mechanics—Solids.											Theoretical Mechanics—Fluids.		
		Division II.				Division I.				Honours.			Advanced.				Elementary.				Elementary.		
		Number examined.	Passed.		Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed 2nd Class.	Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.		Number examined.	Passed.	Failed.
			1st Class.	2nd Class.			1st Class.	2nd Class.						1st Class.	2nd Class.								
Bangor	58	—	—	—	—	—	—	—	—	—	—	—	12	4	8	—	39	30	9		1	1	1
Baltersea	55	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—		1	1	—
Borough Road	167	15	2	10	3	42	7	35	—	2	1	1	13	3	9	1	30	24	6		12	11	1
[illegible]	42	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	17	8	9		—	—	—
Caerleon	38	—	—	—	—	30	8	22	—	—	—	—	—	—	—	—	35	22	13		—	—	—
Carmarthen	57	—	—	—	—	3	1	2	—	—	—	—	—	—	—	—	18	16	2		5	4	1
Chester	102	1	1	—	—	18	4	14	—	—	—	—	4	1	3	—	39	29	10		15	11	4
Cheltenham	64	—	—	—	—	6	—	6	—	—	—	—	4	—	4	—	38	22	16		—	—	—
Durham	69	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		—	—	—
Exeter	65	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6	—	6		—	—	—
Hammersmith	49	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		—	—	—
Homerton New	55	1	1	—	—	25	2	20	3	1	—	1	10	2	7	1	24	12	12		24	12	12
North Wales	40	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	15	13	2		—	—	—
Peterborough	50	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		—	—	—
Saltley	78	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		—	—	—
Wigan	60	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		—	—	—
Worcester	58	—	—	—	—	—	—	—	—	—	—	—	12	—	7	5	2	2	—		—	—	—
York	62	—	—	—	—	—	—	—	—	—	—	—	2	—	2	—	1	1	—		—	—	—
Total	1,189	17	4	10	3	131	22	109	3	3	1	2	57	10	40	7	269	179	83		57	40	17

Christmas Examination, 1894—*continued.*

Science.—Students—*continued.*

Men—*continued.*

Training College.	Total No. of Students examined.	Sound, Light, and Heat. Elementary.			Sound. Advanced.				Light. Advanced.				Heat. Advanced.				Magnetism and Electricity. Advanced.			
		Number examined.	Passed.	Failed.	Number examined.	Passed. 1st Class.	Passed. 2nd Class.	Failed.	Number examined.	Passed. 1st Class.	Passed. 2nd Class.	Failed.	Number examined.	Passed. 1st Class.	Passed. 2nd Class.	Failed.	Number examined.	Passed. 1st Class.	Passed. 2nd Class.	Failed.
Bangor	58	7	1	6	—	—	—	—	—	—	—	—	—	—	—	—	14	1	11	2
Battersea	53	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Borough Road	107	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	—	3	—
Carmarthen	62	42	15	27	—	—	—	—	8	1	7	—	—	—	—	—	19	2	8	9
Chelsea	93	27	19	8	11	9	2	—	—	—	—	—	—	—	—	—	—	—	—	—
Cheltenham	87	35	14	21	—	—	—	—	—	—	—	—	3	—	2	1	—	—	—	—
Chester	102	51	28	23	—	—	—	—	—	—	—	—	18	—	16	2	—	—	—	—
Culham	64	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	8	3	3	2
Durham	60	29	7	22	20	5	11	4	—	—	—	—	11	4	7	—	—	—	—	—
Exeter	63	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	25	—	9	16
Hammersmith	49	3	2	1	14	2	12	—	—	—	—	—	1	—	1	—	22	3	9	10
Homerton New	35	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
North Wales	40	22	13	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Peterborough	50	39	11	28	—	—	—	—	—	—	—	—	6	—	6	—	—	—	—	—
Saltley	78	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Westminster	89	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Winchester	58	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
York	62	27	6	21	15	11	4	—	—	—	—	—	3	—	3	—	30	7	18	5
Total	1,210	282	116	166	60	27	29	4	8	1	7	—	42	4	35	3	121	16	61	44

(No. 7—*continued.*)

CHRISTMAS EXAMINATION, 1894—*continued.*

Science.—Students—*continued.*

Men—*continued.*

Training College.	Total No. of Students examined.	Magnetism and Electricity.			Inorganic Chemistry—Theoretical.							Inorganic Chemistry—Practical.						
		Elementary.			Advanced.				Elementary.			Honours.			Advanced.			
		Number examined.	Passed.	Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed, 2nd Class.	Failed.	Number examined.	Passed.		Failed.
						1st Class.	2nd Class.									1st Class.	2nd Class.	
Bangor	58	36	27	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Battersea	53	—	—	—	13	4	6	3	40	29	11	—	—	—	13	2	7	4
Borough Road	107	—	—	—	15	2	11	2	30	23	7	1	—	1	11	2	9	—
Carmarthen	62	38	17	21	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Chelsea	93	—	—	—	10	3	6	1	30	17	13	—	—	—	11	1	4	6
Cheltenham	87	—	—	—	4	4	—	—	73	53	21	1	1	—	3	1	1	1
Chester	102	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Culham	64	45	32	13	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Durham	60	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Exeter	63	37	8	29	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hammersmith	49	4	3	1	17	—	10	7	22	6	16	—	—	—	20	—	7	13
Homerton New	35	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
North Wales	40	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Peterborough	50	29	15	14	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Saltley	78	40	27	13	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Westminster	89	—	—	—	25	5	13	7	60	29	31	—	—	—	15	2	10	3
Winchester	58	—	—	—	23	—	12	11	35	18	15	—	—	—	24	5	11	8
York	62	29	16	13	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	1,230	258	145	113	107	18	58	31	288	174	114	2	1	1	97	13	49	35

Christmas Examination, 1894—*continued.*

Science.—Students—*continued.*

Men—*continued.*

Training College.	Total No. of Students examined.	Inorganic Chemistry—Practical.			Human Physiology.							Physiography.						
		Elementary.			Advanced.				Elementary.			Advanced.				Elementary.		
		Number examined.	Passed.	Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.
						1st Class.	2nd Class.						1st Class.	2nd Class.				
Bangor	58	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Battersea	53	40	37	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Borough Road	107	38	35	3	20	2	7	11	17	16	1	—	—	—	—	—	—	—
Carmarthen	62	—	—	—	—	—	—	—	—	—	—	23	5	17	1	18	16	2
Chelsea	93	31	29	2	—	—	—	—	14	5	9	2	1	1	—	13	12	1
Cheltenham	87	76	47	29	24	5	14	5	38	14	24	14	11	3	—	5	5	—
Chester	102	—	—	—	—	—	—	—	—	—	—	49	24	21	4	23	23	—
Culham	64	—	—	—	—	—	—	—	—	—	—	2	1	1	—	19	17	2
Durham	60	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Exeter	63	—	—	—	—	—	—	—	—	—	—	35	15	18	2	26	26	—
Hammersmith	49	19	5	14	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homerton New	35	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
North Wales	40	—	—	—	—	—	—	—	—	—	—	17	14	3	—	8	7	1
Peterborough	50	—	—	—	—	—	—	—	—	—	—	8	5	3	—	8	8	—
Saltley	78	—	—	—	—	—	—	—	—	—	—	28	13	14	1	43	41	2
Westminster	89	17	14	3	—	—	—	—	—	—	—	27	21	6	—	60	57	3
Winchester	58	32	27	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—
York	62	—	—	—	—	—	—	—	—	—	—	9	5	4	—	—	—	—
Total	1,210	253	194	59	44	7	21	16	69	35	34	214	115	91	8	223	212	11

(No. 7—*continued.*)

CHRISTMAS EXAMINATION, 1894—*continued.*

Science.—Students—*continued.*

Men—*continued.*

Training College	Total No. of Students (Column 1).	Agriculture.						Hygiene.		
		Advanced.			Elementary.			Elementary.		
		Number examined.	Passed.	Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.	Failed.
			1st Class. / 2nd Class.							
Battersea	9	—	—	—	—	—	—	—	—	—
Borough Road	9	—	—	—	—	—	—	—	—	—
Carnarvon	9	—	—	—	—	—	—	—	—	—
Chelsea	9	—	—	—	—	—	—	—	—	—
Cheltenham	9	—	—	—	—	—	—	—	—	—
Culham	9	—	—	—	—	—	—	—	—	—
Durham	9	—	—	—	—	—	—	—	—	—
Exeter	9	—	—	—	—	—	—	22	15	7
Hockerill	9	—	—	—	—	—	—	—	—	—
Homerton New	9	9	3	1	7	3	4	—	—	—
Notre Dame	9	21	7 / 13	1	18	18	—	—	—	—
Whitelands	9	15	8 / 6	1	—	—	—	—	—	—
Salesian	9	—	—	—	—	—	—	—	—	—
Winchester	9	20	3 / 17	—	2	1	1	34	18	16
Worcester	9	—	—	—	2	2	1	—	—	—
York	9	—	—	—	—	—	—	—	—	—
Total	180	99	13 / 86	2	39	24	6	56	33	23

CHRISTMAS EXAMINATION, 1894.

SCIENCE.—STUDENTS.

WOMEN.

Training College.	Total No. of Students examined.	Mathematics. Division I.				Theoretical Mechanics—Solids. Advanced.				Theoretical Mechanics—Solids. Elementary.			Theoretical Mechanics—Fluids. Elementary.			Sound, Light and Heat. Elementary.		
		Number examined.	Passed. 1st Class	Passed. 2nd Class.	Failed.	Number examined.	Passed. 1st Class.	Passed. 2nd Class.	Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.	Failed.
Bishop's Stortford	50	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Brighton	65	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bristol	73	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cheltenham	59	—	—	—	—	—	—	—	—	—	—	—	—	—	—	12	1	11
Chichester	29	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Darlington	73	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Derby	44	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Durham	65	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Edge Hill	78	4	—	2	2	5	—	4	1	20	19	1	—	—	—	—	—	—
Home and Colonial	137	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homerton New	72	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	2	1
Lincoln	40	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Liverpool	102	2	—	2	—	—	—	—	—	—	—	—	5	5	—	—	—	—
Norwich	62	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ripon	60	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Saffron Walden	52	—	—	—	—	—	—	—	—	26	3	23	—	—	—	—	—	—
Salisbury	69	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Southlands	108	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Stockwell	142	1	—	1	—	—	—	—	—	1	1	—	—	—	—	27	12	15
Swansea	77	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tottenham	99	—	—	—	—	—	—	—	—	—	—	—	—	—	—	51	12	39
Truro	39	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Wandsworth	65	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Warrington	113	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Whitelands	163	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	1,936	7	—	5	2	5	—	4	1	47	23	24	5	5	—	93	27	66

(No. 7—*continued.*)

CHRISTMAS EXAMINATION, 1894—*continued.*

Science.—Students—*continued.*

Women—*continued.*

Training College.	Total No. of Students examined.	Sound.				Heat.				Magnetism and Electricity.			Elementary Physics.			Inorganic Chemistry.					
		Advanced.				Advanced.				Elementary.			Elementary.			Theoretical. Elementary.			Practical. Elementary.		
		Number examined.	Passed. 1st Class.	Passed. 2nd Class.	Failed.	Number examined.	Passed. 1st Class.	Passed. 2nd Class.	Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.	Failed.
Bishop's Stortford	50	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Brighton	65	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bristol	73	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cheltenham	50	—	—	—	—	—	—	—	—	—	—	—	—	—	—	43	23	20	50	21	29
Chichester	29	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Darlington	73	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Derby	44	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Durham	65	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Edge Hill	78	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Home and Colonial	137	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homerton New	72	14	2	11	1	—	—	—	—	1	1	—	28	20	8	—	—	—	—	—	—
Lincoln	40	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Liverpool	102	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Norwich	62	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ripon	60	—	—	—	—	—	—	—	—	25	21	4	—	—	—	—	—	—	—	—	—
Saffron Walden	52	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Salisbury	69	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Southlands	108	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Stockwell	142	—	—	—	—	4	—	3	1	—	—	—	—	—	—	—	—	—	—	—	—
Swansea	77	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tottenham	99	—	—	—	—	5	—	5	—	—	—	—	—	—	—	—	—	—	—	—	—
Truro	30	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Wandsworth	65	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Warrington	113	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Whitelands	164	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	1,936	14	2	11	1	9	—	8	1	26	22	4	28	20	8	43	23	20	50	21	29

Christmas Examination, 1894—*continued.*

Science.—Students—*continued.*

Women—*continued.*

Training College.	Total No. of Students examined.	Human Physiology.							Botany							Physiography.	
		Advanced.				Elementary.			Advanced.				Elementary.			Honours.	
		Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.	Number examined.	Failed.
			1st Class.	2nd Class.						1st Class.	2nd Class.						
Bishop's Stortford	50	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Brighton	65	—	—	—	—	—	—	—	23	2	13	8	41	32	9	—	—
Bristol	73	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cheltenham	59	—	—	—	—	—	—	—	25	—	17	8	29	7	22	—	—
Chichester	29	—	—	—	—	19	—	19	8	1	7	—	21	7	14	—	—
Darlington	73	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1
Derby	44	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Durham	65	—	—	—	—	—	—	—	22	4	14	4	43	13	30	—	—
Edge Hill	78	—	—	—	—	—	—	—	12	—	12	—	26	9	17	—	—
Home and Colonial	137	42	1	32	9	59	50	9	23	5	16	2	67	45	22	—	—
Homerton New	72	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Lincoln	40	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Liverpool	102	—	—	—	—	—	—	—	13	2	8	3	29	21	8	—	—
Norwich	62	—	—	—	—	—	—	—	10	—	6	4	52	26	26	—	—
Ripon	60	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Saffron Walden	52	16	1	9	6	25	21	4	—	—	—	—	1	—	1	—	—
Salisbury	69	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Southlands	108	25	1	18	6	26	21	5	—	—	—	—	21	12	9	—	—
Stockwell	142	30	9	18	3	36	35	1	—	—	—	—	—	—	—	—	—
Swansea	77	15	1	13	1	45	37	8	—	—	—	—	—	—	—	—	—
Tottenham	99	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Truro	39	—	—	—	—	—	—	—	—	—	—	—	37	9	28	—	—
Wandsworth	65	—	—	—	—	—	—	—	—	—	—	—	2	1	1	—	—
Warrington	113	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Whitelands	163	—	—	—	—	32	14	18	29	2	21	6	91	53	38	—	—
Total	1,936	128	13	90	25	242	178	64	165	16	114	35	460	235	225	1	1

(No. 7—*continued.*)

CHRISTMAS EXAMINATION, 1894—*continued.*

Science.—Students—*continued.*

Women—*continued.*

Training College.	Total No. of Students examined.	Physiography.							Agriculture.							Hygiene.			
		Advanced.				Elementary.			Advanced.				Elementary.			Elementary.			
		Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.		Failed.	Number examined.	Passed.	Failed.	Number examined.	Passed.	Failed.	
			1st Class.	2nd Class.						1st Class.	2nd Class.								
Bishop's Stortford	50	—	—	—	—	—	—	—	14	1	13	—	36	28	8	—	—	—	
Brighton	65	—	—	—	—	—	—	—	31	20	11	—	34	34	—	—	—	—	
Bristol	73	24	5	16	3	26	23	16	34	2	31	1	38	30	8	—	—	—	
[illegible]ham	59	—	—	—	—	—	—	—	9	1	7	1	—	—	—	—	—	—	
[illegible]	29	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
[illegible]ington	73	44	15	27	2	26	25	3	—	—	—	—	—	—	—	—	—	—	
[illegible]	44	12	5	6	1	15	18	—	23	3	20	—	21	16	5	—	—	—	
[illegible]	65	33	7	16	10	32	27	5	—	—	—	—	—	—	—	—	—	—	
[illegible] Hill	78	19	3	16	—	3	2	—	—	—	—	—	—	—	—	—	—	—	
[illegible] and Colonial	137	22	15	7	—	1	—	1	—	—	—	—	—	—	—	—	—	—	
[illegible]ton New	72	46	24	22	—	19	19	—	—	—	—	—	—	—	—	—	—	—	
[illegible]	40	—	—	—	—	23	15	8	17	4	13	—	23	13	10	—	—	—	
Liverpool	102	44	20	22	2	32	27	5	—	—	—	—	16	12	4	49	32	17	
[illegible]	62	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
[illegible]	60	10	8	2	—	48	47	1	—	—	—	—	—	—	—	—	—	—	
[illegible]-Walden	52	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
[illegible]bury	69	—	—	—	—	—	—	—	31	23	8	—	—	—	—	36	18	20	
[illegible]lands	108	6	3	3	—	25	22	3	49	4	39	6	4	2	2	14	10	4	
[illegible]	142	6	5	1	—	30	30	—	—	—	—	—	—	—	—	37	33	4	
[illegible]	77	8	6	2	—	9	9	—	—	—	—	—	—	—	—	54	30	24	
Tottenham	99	45	21	23	1	31	30	1	—	—	—	—	—	—	—	10	10	—	
[illegible]	39	22	9	11	2	11	5	6	—	—	—	—	—	—	—	—	—	—	
[illegible]worth	65	18	9	9	—	47	43	4	—	—	—	—	—	—	—	—	—	—	
[illegible]	113	29	5	24	—	84	69	15	—	—	—	—	—	—	—	97	56	41	
Whitelands	163	—	—	—	—	—	—	—	—	—	—	—	134	128	6	—	—	—	
Total	1866	388	160	207	21	478	410	68	268	58	142	8	306	263	43	229	189	116	

LIST OF RESIDENTIAL AND DAY TRAINING COLLEGES UNDER INSPECTION.

Name of Training College.	Name and Address of Correspondent.
For Masters only.	
RESIDENTIAL COLLEGES.	
BANGOR (British and Foreign School Society's).	REV. D. ROWLANDS, Normal College, Bangor.
BATTERSEA (National Society's) - -	REV. H. W. DENNIS, Battersea, London, S.W.
BOROUGH ROAD (British and Foreign School Society's).	A. BOURNE, ESQ., Borough Road Training College, Spring Grove, Isleworth.
CARMARTHEN (National Society's) -	REV. C. G. BROWN, Carmarthen.
CHELSEA, ST. MARK'S (National Society's)	REV. G. W. GENT, St. Mark's Training College, Chelsea, London, S.W.
CHELTENHAM (Church of England) -	REV. H. A. BREN, Cheltenham.
CHESTER (Chester, Manchester, and Liverpool Diocesan).	REV. A. P. HOLME, Vicarage, Great Budworth, Northwich.
CULHAM (Oxford Diocesan) - -	REV. W. S. F. LONG, Culham, Abingdon.
DURHAM (Diocesan) - - -	REV. S. B. SMITH, Training College, Durham.
EXETER (Diocesan) - - -	REV. DR. DANGAR, Exeter.
HAMMERSMITH, ST. MARY'S (Roman Catholic).	REV. CANON GRAHAM, Brook Green House, Hammersmith, London, W.
NORTH WALES (Church of England) -	REV. J. FAIRCHILD, North Wales Training College, Bangor.
PETERBOROUGH (Church of England) -	REV. T. WARD, Training College, Peterborough.
SALTLEY (Worcester Diocesan) - -	REV. F. W. BURBIDGE, Saltley, Birmingham.
WESTMINSTER (Wesleyan) - -	REV. DR. WALLER, Wesleyan Training College, Horseferry Road, Westminster, London, S.W.
WINCHESTER (Diocesan) - -	REV. H. MARTIN, Training College, Winchester.
YORK AND RIPON (Diocesan) - -	REV. G. W. DE C. BALDWIN, York.
DAY COLLEGES.	
CAMBRIDGE (University) - -	OSCAR BROWNING, ESQ., King's College, Cambridge.
LEEDS (Yorkshire College) - -	N. BODINGTON, ESQ., Yorkshire College, Leeds.
LIVERPOOL (University College) -	F. S. CAREY, ESQ., University College, Liverpool.
LONDON (King's College) - -	W. SMITH, ESQ., King's Coll., Strand, W.C.
LONDON (University College) -	J. M. HORSBURGH, ESQ., University College, Gower Street, W.C.
OXFORD (University) - - -	REV. W. W. JACKSON, D.D., Exeter College, Oxford.

Name of Training College.	Name and Address of Correspondent.
For Mistresses only.	
RESIDENTIAL COLLEGES.	
BISHOP'S STORTFORD (St. Alban's Diocesan).	REV. W. J. FREER, Hockerill, Bishop's Stortford.
BRIGHTON (Chichester Diocesan) -	REV. G. CORFIELD, Training College, Brighton.
BRISTOL, GLOUCESTER, and OXFORD (Diocesan).	REV. E. C. GILL, Fishponds, Bristol.
CHELTENHAM (Church of England) -	REV. H. A. BREN, Cheltenham.
*CHICHESTER (Bishop Otter's Memorial)	Miss TREVOR, Bishop Otter's Memorial College, Chichester.
DARLINGTON (British and Foreign School Society's).	W. A. SPAFFORD, ESQ., Training College, Darlington.
DERBY (Lichfield Diocesan) - -	REV. A. F. VINTER, Training College, Derby.
DURHAM (Diocesan) - - -	REV. J. HAWORTH, Durham.
*EDGE HILL - - - -	THOMAS C. RYLEY, ESQ., Training College, Durning Road, Edge Hill, Liverpool.
*GRAY'S INN ROAD (Home and Colonial School Society's).	REV. J. B. ARMSTRONG, Home and Colonial Training College, Gray's Inn Road, London, W.C.
HOMERTON NEW COLLEGE (Undenominational).	J. C. HOROBIN, ESQ., Homerton New College, Cavendish College, Cambridge.
LINCOLN (Diocesan) - - -	REV. A. W. ROWE, Lincoln.
LIVERPOOL (Roman Catholic) - -	Miss LESCHER, Roman Catholic Training College, 96, Mount Pleasant, Liverpool.
NORWICH (Diocesan) - - -	REV. T. ARCHBOLD, Norwich.
*OXFORD (Diocesan) - - -	REV. H. D. DE BRISAY, Bradmore Road, Oxford.
RIPON (York and Ripon Diocesan) -	REV. G. W. GARROD, Ripon.
SAFFRON WALDEN - - -	A. BOURNE, ESQ., Training College, Saffron Walden.
SALISBURY (Diocesan) - - -	REV. E. STEWARD, The Close, Salisbury.
SOUTHLANDS, BATTERSEA (Wesleyan) -	REV. W. WOOD, (pro tem.) The College, Southlands, Battersea, London, S.W.
*STOCKWELL (British and Foreign School Society's).	A. BOURNE, ESQ., Training College, Stockwell Road, London, S.W.
SWANSEA (British and Foreign School Society's).	D. SALMON, Esq., Training College, Swansea.
TOTTENHAM (Christian Knowledge and National Societies').	REV. E. HOBSON, Training College, Tottenham, London.
TRURO (Exeter Diocesan) - -	THE VEN. ARCHDEACON CORNISH, Training College, Truro.
WANDSWORTH (Roman Catholic) -	MADAME MORAN, Training College, West Hill, Wandsworth, London, S.W.
WARRINGTON (Chester, Manchester, and Liverpool Diocesan).	THE VERY REV. THE DEAN OF MANCHESTER, Training College, Warrington.
*WHITELANDS (National Society's) -	REV. J. P. FAUNTHORPE, Whitelands House, Chelsea, London, S.W.

* Residential Colleges taking Day Students.

Name of Training College.	Name and Address of Correspondent.
For Mistresses only—cont.	
DAY COLLEGES.	
BIRMINGHAM (Mason Science College) -	DR. HEATH, Mason's College, Birmingham.
BRISTOL (University College) - -	PROFESSOR LLOYD MORGAN, University College, Bristol.
For both Masters and Mistresses.	
DAY COLLEGES.	
ABERYSTWITH (University College) -	T. F. ROBERTS, ESQ., University College of Wales, Aberystwith.
BANGOR (University College of North Wales).	J. E. LLOYD, ESQ., University College of North Wales, Bangor.
CARDIFF (University College of South Wales and Monmouthshire).	J. A. JENKINS, ESQ., University College of South Wales, Cardiff.
MANCHESTER (Owen's College) - -	A. W. WARD, ESQ., Owen's College Manchester.
NEWCASTLE-ON-TYNE (Durham College of Science).	H. F. STOCKDALE, ESQ., Durham College of Science, Newcastle-on-Tyne.
NOTTINGHAM (University College) -	REV. J. E. SYMES, University College, Nottingham.
SHEFFIELD (Firth College) - -	E. DRURY, ESQ., Firth College, Sheffield.

EDUCATION DEPARTMENT, WHITEHALL.

EXAMINATIONS FOR TEACHERS' CERTIFICATES.

[*All changes in this Syllabus for the years* 1895 *and* 1896 *are printed in italics.*]

SYLLABUS FOR MEN—
JUNE 1895.

The Examination for Certificates in Residential Colleges and for Acting Teachers, will commence on Monday, the 24th of June 1895, at 2 p.m.

N.B.—See Articles 55–64 and 116–121 of the Code of 1894 for the general conditions under which Candidates are admitted to Examination.

Acting Teachers will be admitted to the examination in 1895 *under Art.* 57 (*i*) *b, who have been employed as Assistant Teachers* (*Arts.* 50 *and* 51) *for not less than five months, or as Provisionally Certificated Teachers for not less than* 17 *months.*

The maximum number of marks obtainable in each subject is placed within brackets, and those subjects in which failure excludes from a Certificate are denoted by the mark §.

FIRST YEAR.

Part I.

Reading and Repetition from Memory :—§ [50 each].

To read with a distinct utterance, due attention to the punctuation and just expression.

The Students of the first year and Acting Teachers taking first year's papers will be expected to read passages from Shakespeare's "Merchant of Venice." The Inspector will hear each Student and Acting Teacher read from that book, and also from another book which the Inspector may bring or choose.

In the following year 1895–6 *the books will be Shakespeare's "As you like it" and Scott's "Anne of Geierstein."*

Each Student and Acting Teacher must have learned at least 200 lines from the works of Milton, Byron, Wordsworth, or Tennyson. Each Student will be called upon to repeat some part at the Annual Inspection of the Training College; each Acting Teacher must do the same at the Annual Inspection of his School.

In the following year 1895–6, *the number of lines will be* 300.

Penmanship :—§ [75]. Spelling § [100].

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

   To write a passage from Dictation.

   The general character of the writing in the Examination Papers will be considered in deciding upon the proficiency of Candidates in this subject.

School Management :—§ [100.]

1. The general principles of teaching.
2. The methods of teaching the elementary and class subjects and drawing. The methods and principles of infant teaching and discipline and of cultivating the intelligence of children.
3. Notes of Lessons.

In the following year 1895-6 *will be added "the training of the senses and the memory, and the order in which the faculties of children are developed."*

Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and Candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates.

Vocal Music :—(Optional.) [40.]

Staff-notation.

1. Notes.

   Their position on the treble and bass staves. All the major scales. Diatonic intervals. Relations as noted by the terms tonic, dominant, &c. [Transposition from one major key to another.]

2. Time.

The value of notes, dotted notes, tied notes and rests. Signatures of the simple times. Accent. Contents of measures (bars). Transcription from one time to another.

[3. Musical terms in common use.]

Tonic Sol-fa notation.

1. Notes.

The common major scale: its chordal structure. Mental effects. Diatonic intervals. Octave marks. Relations as noted by the term tonic, dominant, &c. [The standard scale of pitch, and the relations (in pitch) of various keys.]

2. Time.

The accent of pulses. Two, three, and four-pulse measure. Contents of measures. Continuations, rests and simple divisions of pulses. Transcription of values by doubling, halving, &c.

[3. Musical terms in common use.]

The passages above enclosed in brackets will be omitted in 1895, but will be restored in the following year 1895–6.

Part II.

N.B.—Students in Training Colleges, who in their first year pass in any British University a preliminary or other Examination approved by the Department, will not be required to present themselves for examination in those portions of Part II. of this Syllabus which were included in that University Examination.

A Student who elects to offer any University Examination as an equivalent for Part II., and who fails to pass that University Examination, will be *judged in some other way to be decided by the Department.*

English:—§ [100]. Composition § [30].

1. Parsing, analysis and the principles of grammar.
2. An intelligent aquaintance with the language, style and subject matter of "Selections from Tennyson," Parts I. and II.
3. To write plain prose upon a given subject.

In 1895–6, the books will be Gray's Poems and Milton's "Tractate on Education."

Geography and History:—

A Candidate who has, at the Queen's Scholarship Examination in one of the two preceding years, passed with exceptional credit in Geography or History is released from the obligation to take up the subject again at the first year's Examination, and may substitute for each subject in which he has so passed a Language or a Science.

Geography:—[75.]

1. Elementary knowledge of Physical Geography, with special reference to:—
   (*a.*) Shape, size and motions of the earth.
   (*b.*) The atmosphere, rain, clouds and vapour.
   (*c.*) Winds, currents and tides.
   (*d.*) Causes which affect climate.

2. General geography of Europe, with maps of *any part of England.*

In 1895–6 (*e*) *Effect of climate on industry, productions and national character;* (*f.*) *Distribution of plants and animals, will be added to Section* 1 *and "the British Empire with maps of Australia, Hindostan and New Zealand" will be substituted for "Europe with maps of any part of England" in Section* 2.

ENGLISH HISTORY:—[75.]

The History of England from 1760–1820.

In the following year 1895–6:—

1. *General knowledge of the most memorable events of English History, from* 1066 *to* 1815, *and of their immediate causes and effects.*
2. *The History of England during the sixteenth century, with special reference to:—*
   - (*a.*) *Constitutional changes and most important laws.*
   - (*b.*) *Military and naval operations abroad and at home.*
   - (*c.*) *The industrial condition of the people.*
   - (*d.*) *The literature of the period.*

ARITHMETIC, § [100.]

1. To work sums on paper.

In arithmetic the use of algebraical symbols in the solution of questions is permitted.

2. To prove and explain the rules.

3. *To explain the best methods of solving sums mentally.*

ALGEBRA AND MENSURATION:—[100.]

To answer simple questions, both theoretical and practical, in Algebra and the Mensuration of plane surfaces.

Algebra: the four simple rules, involution, evolution, common measures, common multiples, fractions, surds, ratio, proportion, simple equations and easy quadratic equations of one or two unknown quantities and problems leading to such equations.

Mensuration: plane rectilineal figures and the circle.

In 1895–6 *variation and progressions will be added.*

GEOMETRY:—[100.

The first two books of Euclid, with simple deductions from the propositions and easy geometrical problems.

In 1895–6 *the first three books of Euclid.*

Euclid's definitions will be required and no axioms or postulates except Euclid's may be assumed. The actual proofs of propositions as given in Euclid will not be required, but no proof of any proposition occurring in Euclid will be admitted in which use is made of any proposition which in Euclid's order occurs subsequently.

LANGUAGES AND SCIENCES.

A Candidate may not, in his first year take up more than two Languages or two subjects of Science, or one Language and one subject of Science, unless in substitution for Geography or History, as provided above.

LANGUAGES:—(Optional.) [100 each.]

1. Latin.	4. German.
2. Greek.	5. Welsh.
3. French.	6. Hebrew.

In 1895 the passages will be taken from *Cæsar*, "*Gallic War*," *first half of Book VII.*; *Xenophon*, "*Hellenica*," *first half of Book VI.*; Coppée, "Le Trésor"; Schiller, "Der Neffe als Onkel"; Cymru Fu, first 63 pages; Book of Genesis, cc. 27–50.

In 1895–6, *the passages will be taken from Cicero*, "*De Amicitia*"; *Xenophon's* "*Anabasis*," *Book VI.*; *Labiche et Jolly*, "*La Grammaire*;" *Benedix*, "*Doctor Treuwald*"; *Cymru Fu*, *pp.* 127 *to* 254; *Book of Genesis.*

In each paper there will also be an easy unseen passage for translation into English from a prose writer.

These papers will contain grammatical questions and easy passages for translation from and into English.

Students will be examined in those languages only for which a special course of instruction is provided in the Time Table of their College.

DRAWING AND SCIENCES (Optional).
See p. 161.

SECOND YEAR.

PART I.

READING AND REPETITION FROM MEMORY:—§ [50 each.]

To show improvement in the higher qualities of reading, such as expression, modulation of voice and the correct delivery of long or involved sentences.

The Students of the Second Year and Acting Teachers taking second year papers will be expected to read passages from Sir A. Lyall's "Warren Hastings." The Inspector will hear each candidate read from this book and also from another book which the Inspector may bring or choose.

In 1895–6 *the books will be any two of the following*:—"*The Golden Treasury of Songs and Lyrics*" (any two books); "*The Trial and Death of Socrates*," *Church's translation*; "*Frondes Agrestes*," *Ruskin.*

Each Student and Acting Teacher must have learned at least 200 lines from a play of Shakespeare. Each Student will be called upon to repeat some part at the Annual Inspection of the Training College; each Acting Teacher must do the same at the Annual Inspection of his School.

In 1895–6 *the number of lines will be* 300.

PENMANSHIP:—§ [75.] SPELLING § [120].

As in First Year, but defects will be more severely visited with loss of marks.

SCHOOL MANAGEMENT:—§ [100.] TEACHING § [120.]

No Student will be allowed to pass the Examination unless the Principal certifies that he has spent at least [illegible] hours in the Practising School under proper supervision during the period of training. *The Department may dispense with this requirement in the case of certificated teachers admitted for a year's training under Art.* 115(*b*) *of the Code.*

In 1895–6 *also the number of hours will be* 100.

1. To teach a class in the presence of Her Majesty's Inspector.
2. The different methods of organising and managing an Elementary School.
3. The form of School Registers, the mode of keeping them and of making Returns from them.

4. The processes of reasoning; the formation of habits and character; — considered in their application to the methods of teaching and of moral discipline.
5. The laws of health as applied to school premises, scholars and teachers.
6. Notes of Lessons.

In 1895–6, Quick's "Educational Reformers," chapters 13, 16, 17, *and* 18, *will be added.*

Vocal Music :—(Optional.) [80.]

Staff-notation.

1. Notes.
   Their position on the treble and bass staves. All the major and minor scales. Diatonic and chromatic intervals. [Transposition.]
2. Time.
   The value of notes, dotted notes, tied notes and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of bars. [Transcription from one time to another.]
3. Musical terms in common use.
4. The compass and registers of the various voices of men, women and children; [general rules relating to voice training.]

Tonic Sol-fa notation.

1. Notes.
   The major and minor modes. Diatonic and chromatic intervals. Names of chromatic tones. Removes of key; bridge-notes and distinguishing notes.
2. Time.
   All the measures in common use. Division of pulses into thirds and quarters. [Transcription of values by doubling, halving, &c.] Accent and syncopation.
3. Musical terms in common use.
4. The compass and registers of the various voices of men, women and children; [general rules relating to voice training.]

The passages above enclosed in brackets will be omitted in 1895, *but will be restored in* 1895–6.

Note.—A paper on this subject is not given to any Second Year Student who has not passed the Musical Inspector's examination in practical skill. Acting Teachers who take this paper must have furnished the Department with a Certificate (fly-leaf to Form 26(2)) from some competent person (such as the organist of their Church) that they have "such an "amount of musical skill, vocal or instrumental, as is suffi-"cient for the purpose of teaching children to sing from "notes."

Part II.

N.B.—Students in Training Colleges who, in their second year, pass in any British University, an advanced Examination approved by the Department, will not be required to present themselves for examination in Part II. of this Syllabus.

A Student who elects to offer any University Examination as an equivalent for Part III., and who fails to pass that University Examination, will be *judged in some other way to be decided by the Department.*

The following subjects for the second year will be formed into groups: (a) English; (b) Geography and History; (c) Algebra, Mensuration, and Geometry; (d) two Subjects of Science; (e) two Languages; (f) two of the following:—One Language, one Science, Economy. All Candidates must take group (a) English, and two other groups, but no more. *(Group (f) may not be taken with either group (d) or group (e). No credit is given for any subject in addition to those in the groups selected.*

A Candidate who fails at his first year's Examination, to pass with credit in Mathematics, must take Mathematics as one group in his second year. He may take up either the first year's course in Algebra, Mensuration and Geometry again in his second year, or the second year's course; but in the former case the full marks for Mathematics will be 25 per cent. less than for the second year's papers.

Group (c). Algebra:—The first year's course and permutations and combinations, the Binomial Theorem (positive integral indices only) and the solution of more difficult equations and problems leading to such equations.

In 1895–6 *logarithms, interest and annuities will be added.*

Mensuration:—The first year's course, cylinders, spheres and cones.

In 1895–6 *a few irregular solids will be added.*

Geometry:—The first four books of Euclid, with simple deductions from the propositions and easy geometrical problems.

In 1895–6 *the first seventeen propositions in the sixth book will be added.*

Euclid's definitions will be required and no axioms or postulates except Euclid's may be assumed. The actual proofs of propositions as given in Euclid will not be required, but no proof of any proposition occurring in Euclid will be admitted in which use is made of any proposition which in Euclid's order occurs subsequently.

English:—§ [100.] Composition § [30.]

1. Grammar and analysis.
2. An intelligent acquaintance with the languages, style and subject matter of Shakespeare's "King Lear," and the following 12 of Bacon's Essays:—1, 2, 4, 5, 9, 11, 14–19.

In 1895–6 *the books will be Gray's Poems, Shakespeare's "Richard II." with an intelligent knowledge of the plot and chief characters in Shakespeare's "The Tempest" and "Macbeth."*

3. To write plain prose upon a given subject.

Geography:—(Optional). [75.]

1. Elementary knowledge of Physical Geography, with special reference to:—
   (*a.*) Shape, size, and motions of the earth.
   (*b.*) The atmosphere, rain, clouds and vapour.
   (*c.*) Winds, currents and tides.
   (*d.*) Causes which affect climate.
2. General geography of Europe, with maps of *any part of England.*

In 1895–6 *(a) Plan of Europe on contours, (b) Distribution of [illegible] (c) Distribution of [illegible] Europe with maps of [illegible] and New Zealand" will be substituted for "Europe with maps of any part of England" in section 2.*

ENGLISH HISTORY :—(Optional.) [175.]

The History of England from 1760–1820.

In the following year 1895–6 :—

1. *General knowledge of the most memorable events of English History, from* 1066 *to* 1815, *and of their immediate causes and effects.*

2. *The History of England during the sixteenth century with special reference to :—*

   (*a.*) *Constitutional changes and most important laws.*
   (*b.*) *Military and naval operations abroad and at home.*
   (*c.*) *The industrial condition of the people.*
   (*d.*) *The literature of the period.*

LANGUAGES :—(Optional.) [100 each.]

1. Latin.	4. German.
2. Greek.	5. Welsh.
3. French.	6. Hebrew.

Students will be examined in those languages only for which a special course of instruction is provided in the Time Table of their College.

These papers will contain more difficult passages than those for Students of the First Year, for translation from and into English prose, with questions upon the construction of particular sentences.

In 1895 *the passages will be taken from Cæsar, "Gallic War," Book VII.; Xenophon, "Hellenica," Book IV.;* Malot, "Capi et sa troupe," Épisode de "Sans famille"; Goethe, "Hermann und Dorothea"; Oriau'r Hwyr (first 62 pages), by J. Ceiriog Hughes; Genesis, cc. 27–50.

In 1895–6 *the passages will be taken from Cicero, "De Amicitia"; Virgil's "Æneid," Book VI.; Xenophon, "Hellenica," Book IV.; Homer, "Iliad," first half of Book I.; Labiche et Jolly, "La Grammaire"; Malot, "Sous Terre"; Épisode de "Sans famille"; Benedix, "Doctor Treuwald"; Schiller, "Der Parasit"; Oriau'r Bore, by J. Ceiriog Hughes; Book of Genesis.*

In each paper there will be also an easy unseen passage for translation into English from a prose writer.

ECONOMY :—(Optional.) [100.]

Elementary Questions in Political Economy.

DRAWING AND SCIENCES (Optional).
See p. 161.

If a Student takes up a Science subject in his first year, and fails to pass in it, he must, should he present himself in Science at all at the end of his second year, take up the subject in which he failed; but he may drop Science altogether in favour of another optional subject.

THIRD YEAR.

Part I.

No student will be examined unless the Principal certifies that he has spent at least 35 hours in the Practising Schools under proper superintendence during the third year. *The Department may dispense with this requirement in the case of certificated teachers admitted for a year of training under Art.* 115 (*b*) *of the Code, and retained for a third year under Art.* 120.

In 1895–6 *the number of hours will be* 75.

Teaching a class in the presence of Her Majesty's Inspector. §[120.]

The Art, Theory, and History of Teaching. (Special subjects to be named from time to time.) [100.]

In 1895 the special subject is any one of the following :—

"The Life and Work of Dr. Arnold."
Quick's "Educational Reformers."
Bain's "Education as a Science."
"The Teacher's Handbook of Psychology," by Sully.

In 1895–6 *the special subject will be any two of these books.*

Part II.

N.B.—Students in Training Colleges who, in their Third Year, pass in any British University an advanced Examination approved by the Department, will not be required to present themselves for examination in Part II. of this Syllabus.

A Student who may elect to offer any University Examination as an equivalent for Part II., and who fails to pass that University Examination, will be *judged in some other way to be decided by the Department.*

Students may be exempted from examination in the subjects of Part II. of this Syllabus, and may be examined in lieu thereof in the subjects of a programme of studies approved by the Department at the beginning of the year of training.

Students will be examined in two of the following four groups :—

Group I.—English :—[100.]

History, Literature, and Biography (special subjects to be named from time to time). The special subjects for 1895 are any two of these books :—

Hallam's "Constitutional History," Chapters XII. to XVIII. inclusive.
Southey's "Life of Nelson."
Milton's "Samson Agonistes."

In 1895–6 *the special subject will also be any two of the same books.*

Group II.—Mathematics :—[100 each section.]

Algebra, Euclid I.–IV., and VI., Mensuration; Plane Trigonometry to the end of the solution of triangles; Elementary Statics and Elementary Dynamics.

In 1895 *Statics and Dynamics will be omitted but will be restored in* 1895–6.

Group III.—Languages :—[100 each.]

Two of the four languages, Latin, Greek, French, German. Easy passages will be given for translation from and into English, with questions on grammar, and on the construction of sentences.

Group IV.—Science :—[100 each.]

Two of the Sciences included in the Syllabus of the Science and Art Department, the Student taking the paper in Honours. No subject is to be taken up in the third year by a student who has previously obtained Honours in that subject.

ADDITIONAL SUBJECTS.

I. Drawing. [200.]

The exercises for which marks may be obtained by Candidates for a Certificate are the following:—

(*a*) Freehand Drawing (Subject 2 *b*); [40].
(*b*) Model Drawing (Subject 3*a*); [40.]
(*c*) Shading from Casts (Subject 5 *b*); [40].
(*d*) Practical Plane and Solid Geometry, Elementary Stage (Science Subject I.) [60].
(*e*) Model Drawing with Chalk upon the Blackboard [20].

Marks are allowed for a First Class in (*a*) (*b*) (*c*) or (*e*) and for a pass in (*d*).

The passes and classes allowed as equivalents for (*a*) (*b*) (*c*) and (*d*) for the purposes of the Elementary Drawing Certificate (First Class) (*see* p. 64 of Science and Art Directory) are also allowed as equivalents in the Certificate Examination.

Drawing does not form part of the Certificate Examination. Annual examinations in drawing are held at each of the Residential Training Colleges *at a date to be announced by the Science and Art Department.* Acting Teachers and Students in Day Training Colleges must present themselves for examination at one of the Schools of Art or Art Classes in connexion with the Department of Science and Art. The date of the examination must be ascertained from the Secretaries of those Schools.

II. Science. [Advanced or Honours, 100; Elementary, 75.]

1. The Subjects of Science for which marks may be obtained by Candidates for a Certificate are the following. The numbers are those of the Science Directory of the Science and Art Department. No Candidate may obtain marks for more than two subjects whether taken in the Elementary, Advanced or Honours Stage, except in the case of a Science taken in substitution for, or as an alternative to another subject as provided above*:—

I. Practical Plane and Solid Geometry. (This is counted as one of the subjects of Drawing.)
V. Mathematics.
VI. Theoretical Mechanics—(*a*) Solids, (*b*) Fluids.
VII. Applied Mechanics.
VIII. Sound, Light, and Heat—Elementary Stage. (*a*) Sound, (*b*) Light, (*c*) Heat—Advanced Stage and Honours.
IX. Magnetism and Electricity.
†X. and X*p*. Inorganic Chemistry (Theoretical and Practical).
XIV. Human Physiology.
XVII. Botany.
XXIII. Physiography.
XXIV. Principles of Agriculture.
XXV. Hygiene.

* N.B.—This limitation does not apply to Science Subject No. 1, a pass in which is required for the Elementary Drawing Certificate (First Class).

† *When Xp is taken with X the two count as one science only, but an additional 50 (advanced) or 38 (elementary) marks are given for Xp.*

Elementary Physics is allowed as an alternative to Subject VIII. or IX.

2. None of these subjects forms part of the Certificate Examination held by the Education Department.

3. Students in Residential Training Colleges are examined at their Colleges *at a date to be announced by the Science and Art Department*, but only in those of the above subjects for which a special course of instruction is provided in the Time Tables of the several Colleges, and all apparatus necessary for practical instruction is supplied.

4. Students in Day Training Colleges and Acting Teachers are examined at the ordinary May Examinations of the Science and Art Department.

5. *Acting Teachers* obtain marks for success at *either or both of the two* Examinations (*1894 and 1895*) open to them next preceding their Certificate Examination.

6. Students in a Residential Training College may not attend the May Examinations.

7. The Syllabus for the Examinations at the Training Colleges in all subjects, except Mathematics, is that for the May Examinations given in Appendix D to the Science and Art Directory. That for the Examination in Mathematics is given at pages 52 and 53 of the Directory.

8. No Candidate is allowed marks for a pass in the Advanced or Honours Stage of any subject other than Mathematics, unless he has been previously successful at the May Examinations or at the Training College in at least the Elementary Stage of the subject.

REGULATIONS FOR STUDENTS AT DAY TRAINING COLLEGES.

1. The Department holds a special Examination in June or July for Students in Day Training College. This Examination extends to all the subjects included in Part I., and must be taken by all Students alike. It will also include the "General paper" herein-after mentioned.

2. (*a.*) Students in Training Colleges, who in their first year, pass in any British University a preliminary or other Examination approved by the Department will not be required to present themselves for examination in those portions of Part II. of the Syllabus which were included in that University Examination.

(*b.*) Students in Training Colleges who, in their second year, pass in any British University an advanced Examination approved by the Department, will not be required to present themselves for examination in Part II. of this Syllabus.

(*c.*) Students in Training Colleges who, in their third year, pass in any British University an advanced Examination approved by the Department, will not be required to present themselves for examination in Part II. of this Syllabus.

3. In the case of Students, who do not offer an approved University Examination, the following conditions must be observed :—

(*a.*) The *time-tables and the* programme of studies and the names of the books prescribed in languages shall be communicated to the Department at the beginning of each Academical year, and approved, and the approval programme shall take the place of Part II. of the Syllabus for such Students.

(*b.*) No programme shall be approved that does not provide for instruction in Geography and History for those Students of the first year who have not passed with exceptional credit in those subjects at the Queen's Scholarship Examination.

(*c.*) The Examination in the subjects of the approved programme held by the College authorities during, or at the end of, the Academical year shall take the place of the Certificate Examination in the subjects of Part II. ; *but students may, if it is desired, be presented at the June Examination of the Department.*

(*d.*) The worked papers, the questions set by the College authorities, and the marks awarded to each answer, and on the whole result of the Examination, shall be submitted to the Department.

(*e.*) A General paper will be set to all such Candidates by the Department, in addition to those set by the College authorities. This paper will include questions on English, Geography, History, and Arithmetic, and may be taken at the end of the first or of the second year. A Student failing in this paper at the end of the first year may take it again in the second year, but no Student can pass the second year examination for a Certificate without passing in this paper.

4. Students who offer an approved University Examination as an equivalent for Part II. of this Syllabus in their first, second, or third year, and who fail to pass that University Examination, will be judged *in some other way to be decided by the Department.*

EDUCATION DEPARTMENT, WHITEHALL.

EXAMINATIONS FOR TEACHERS' CERTIFICATES.

[*All changes in this Syllabus for the years* 1895 *and* 1896 *are printed in italics.*]

SYLLABUS FOR WOMEN.—
JUNE 1895.

The Examination for Certificates in Residential Colleges and for Acting Teachers, will commence on Monday, the 24th of June 1895, at 2 p.m.

N.B.—See Articles 55–64 and 116–121 of the Code of 1894 for the general conditions under which Candidates are admitted to Examination.

Acting Teachers will be admitted to the Examination in 1895 *under Art.* 57(*i*)*b, who have been employed as Assistant Teachers (Arts.* 50 *and* 51) *for not less than five months or as Provisionally Certificated Teachers for not less than* 17 *months.*

The maximum number of marks obtainable in each subject is placed within brackets, and those subjects in which failure excludes from a Certificate, are denoted by the mark §.

FIRST YEAR.

Part I.

Reading and Repetition from Memory :—§ [50 each].

To read with a distinct utterance, due attention to the punctuation and just expression.

The Students of the first year and Acting Teachers taking first year papers will be expected to read passages from Shakespeare's "Merchant of Venice." The Inspector will hear each Student and Acting Teacher read from that book, and also from another book which the Inspector may bring or choose.

In the following year 1895–6 *the books will be Shakespeare's "As you like it" and Scott's "Anne of Geierstein."*

All students and Acting Teachers must have learned at least 200 lines from the works of Milton, Byron, Wordsworth, or Tennyson. Each Student will be called upon to repeat some part at the Annual Inspection of the Training College; each Acting Teacher must do the same at the Annual Inspection of her School.

In the following year 1895–6 *the number of lines will be* 300.

Penmanship :—§ [75]. Spelling § [100].

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. To write a passage from Dictation.
3. The general character of the writing in the Examination Papers will be considered in deciding upon the proficiency of Candidates in this subject.

School Management :—§ [100].

1. The general principles of teaching.
2. The methods of teaching the elementary and class subjects and drawing. The methods and principles of infant teaching and discipline and of cultivating the intelligence of children.
3. Notes on Lessons.

In the following year 1895–6 *will be added "the training of the senses and the memory, and the order in which the faculties of children are developed."*

Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and Candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates.

Domestic Economy :—[75].

1. Food.—Its composition and nutritive value. Its functions. The organs and processes of mastication and digestion.
2. Clothing.—Materials employed. Their cost, care, cleansing and use.

3. Fresh Air.—Its composition and uses. Means for securing proper ventilation. The organs and processes of respiration.

In the following year 1895–6 *will be added—The Home.—Its construction, furnishing, warming, lighting and cleanliness.*

A Candidate who at her first year's Examination passes with credit in Domestic Economy may in her second year omit that subject, and may substitute for it a Language or a Science, *but no mark can be awarded unless Domestic Economy, a Language or a Science be taken.*

SEWING AND CUTTING OUT:—§ [100].

1. The repairing of any plain article of underclothing.

2. The drawing of diagrams on sectional paper—

A woman's chemise.
An infant's shirt.

3. The cutting-out and making of one of the above garments.

4. The answering on paper of questions on needlework.

In the following year 1895–6 *"a pair of drawers for a child of five" will be added in Section* 2, *and in Section* 3 *the word "two" will be substituted for* one.,

VOCAL MUSIC:—(Optional) [40].

Staff-notation.

1. Notes.

Their position on the treble and bass staves. All the major scales. Diatonic intervals. Relations as noted by the terms tonic, dominant, &c. [Transposition from one major key to another.]

2. Time.

The value of notes, dotted notes, tied notes and rests. Signatures of the simple times. Accent. Contents of measures (bars). Transcription from one time to another.

[3. Musical terms in common use.]

Tonic Sol-fa notation.

1. Notes.

The common major scale: its chordal structure. Mental effects. Diatonic intervals. Octave marks. Relations as noted by the terms tonic, dominant, &c. [The standard scale of pitch and the relations (in pitch) of various keys.]

2. Time.

The accent of pulses. Two, three, and four pulse measure. Contents of measures. Continuations, rests and simple divisions of pulses. Transcription of values by doubling, halving, &c.

[3. Musical terms in common use.]

The passages above enclosed in brackets will be omitted in 1895, *but will be restored in the following year* 1895–6.

Part II.

N.B.—Students in Training Colleges, who, in their first year, pass in any British University a preliminary or other Examination approved by the Department, will not be required to present themselves for examination in those portions of Part II. of this Syllabus, which were included in that University Examination.

A Student who elects to offer any University Examination as an equivalent for Part II., and who fails to pass that University Examination, will be *judged in some other way to be decided by the Department.*

English :—[100]. Composition § [30].

1. Parsing, analysis and the principles of grammar.
2. An intelligent acquaintance with the language, style and subject matter of "Selections from Tennyson," Parts I. and II.
3. To write plain prose upon a given subject.

In 1895–6 *the books will be Gray's Poems and Milton's "Tractate on Education."*

Geography and History :—

A Candidate who has, at the Queen's Scholarship Examination in one of the two preceding years, passed with exceptional credit in Geography or History, is released from the obligation to take up the subject again at the first year's Examination, and may substitute for each subject in which she has so passed a Language or a Science.

Geography :—[75].

1. Elementary knowledge of Physical Geography, with special reference to :—
   - (*a.*) Shape, size and motions of the earth.
   - (*b.*) The atmosphere, rain, clouds and vapour.
   - (*c.*) Winds, currents and tides.
   - (*d.*) Causes which affect climate.
2. General Geography of Europe, with maps of *any part of England.*

In 1895–6 (*e*) *Effect of climate on industry, productions and national character*; (*f*) *Distribution of plants and animals, will be added to Section* 1 *and "the British Empire with maps of Australia, Hindostan and New Zealand," will be substituted for "Europe with maps of any part of England" in Section* 2.

English History :—[75].

The History of England from 1760–1820.

In the following year 1895–6—

1. *General knowledge of the most memorable events of English History from* 1066 *to* 1815, *and of their immediate causes and effects.*
2. *The History of England during the sixteenth century with special reference to :—*
   - (a.) *Constitutional changes and most important laws.*
   - (b.) *Military and naval operations abroad and at home.*
   - (c.) *The industrial condition of the people.*
   - (d.) *The literature of the period.*

ARITHMETIC:—§ [100].

In arithmetic the use of algebraical symbols in the solution of questions is permitted.

1. The first four rules.
2. Practice and Bills of Parcels.
3. Vulgar and Decimal Fractions.
4. Interest.
5. Simple and Compound Proportion.
6. *Explanation of the best methods of solving sums mentally.*

In the following year 1895–6 *Arithmetic generally.*

The papers will contain questions requiring an explanation of the arithmetical processes employed.

LANGUAGES AND SCIENCES.

A Candidate may not, in her first year, take up more than two Languages, or two subjects of Science, or one Language and one subject of Science, unless in substitution for Geography or History as provided above.

LANGUAGES (Optional):—[100 each.]

1. Latin.
2. French.
3. German.
4. Welsh.
5. Hebrew.

In 1895 the passages will be taken from *Cæsar*, "*Gallic War*," *first half of Book VII.*; Coppée, "Le Trésor"; Schiller, "Der Neffe als Onkel"; Cymru Fu, first 63 pages; Books of Genesis, cc. 27–50.

In 1895–6 *the passages will be taken from Cicero*, "*De Amicitia*"; *Labiche et Jolly*, "*La Grammaire*"; *Benedix*, "*Doctor Treubald*"; *Cymru Fu, pp.* 127 *to* 254; *Book of Genesis.*

In each paper there will also be an easy unseen passage for translation into English from a prose writer.

These papers will contain grammatical questions, and easy passages for translation from and into English.

Students will be examined in those languages only for which a special course of instruction is provided in the Time Table of their College.

DRAWING AND SCIENCES (Optional).

See p. 174.

SECOND YEAR.

PART I.

READING AND REPETITION FROM MEMORY:—§ [50 each].

To show improvement in the higher qualities of reading, such as expression, modulation of voice and the correct delivery of long or involved sentences.

The Students of the Second Year and Acting Teachers taking second year papers will be expected to read passages from Shakespeare's "Merchant of Venice." The Inspector will hear each Student and Acting Teacher read from this book and also from one other book which the Inspector may bring or choose.

In 1895 *the books will be any two of the following*:—"*The Golden Treasury of Songs and Lyrics*" (*any two books*); "*Trial and death of Socrates*," *Church's translation*; "*Frondes Agrestes*," *Ruskin.*

Each Student and Acting Teacher must have learned at least 200 lines from a play of Shakespeare. Each Student will be

called upon to repeat some part at the Annual Inspection of the Training College ; each Acting Teacher must do the same at the Annual Inspection of her School.

In the following year 1895–6 *the number of lines will be* 300.

PENMANSHIP :—§ [75]. SPELLING § [100].

As in First Year, but defects will be more severely visited with loss of marks.

SCHOOL MANAGEMENT :—§ [100]. TEACHING § [120].

No Student will be allowed to pass the Examination, unless the Principal certifies that she has spent at least *100* hours in the Practising and Model Schools, under proper superintendence, during the period of training. *The Department may dispense with this requirement in the case of the certificated teachers admitted for a year's training under Art.* 115 (*b*) *of the Code.*

In 1895–6 *also the number of hours will be* 100.

1. To teach a class in the presence of Her Majesty's Inspector.
2. The different methods of organising and managing an Elementary School.
3. The form of School Registers, the mode of keeping them and of making returns from them.
4. The processes of reasoning ; the formation of habits and character ;—considered in their application to the methods of teaching and of moral discipline.
5. The laws of health as applied to school premises, scholars and teachers.
6. Notes of Lessons.

In 1895–6 *Quick's Essays on "Educational Reformers," chapters* 13, 16, 17, *and* 18 *will be added.*

DOMESTIC ECONOMY :—[75].

1. The choice, preparation and due economy of articles of food in common use.
2. The preparation of food for the sick.
3. Household management.

In 1895–6 "*expenses and investment of money*" *will be added.*

SEWING AND CUTTING OUT :—§ [125].

1. The higher branches of plain needlework. These include tucking, whipping and feather stitching ; the repairing of linen and print and darning in stocking-web stitch.
2. The drawing of diagrams on sectional paper—

   A boy's shirt.
   A child's muslin pinafore.
3. The cutting-out and making of one of the above garments and the cutting-out and tacking together of the other.
4. The answering on paper of questions on needlework.

In 1895–6, "*A woman's nightdress*" *will be added to Section* 2, *and the words* "*two garments*" *will follow the word* "*other*" *in Section* 3.

VOCAL MUSIC (Optional) :—[80].

Staff-notation.

1. Notes.
   Their position on the treble and bass staves. All the major and minor scales. Diatonic and chromatic intervals. [Transposition.]

2. Time.
   The value of notes, dotted notes, tied notes and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of bars. [Transcription from one time to another.]
3. Musical terms in common use.
4. The compass and registers of the various voices of men, women and children; [general rules relating to voice training.]

Tonic Sol-fa notation.

1. Notes.
   The major and minor modes. Diatonic and chromatic intervals. Names of chromatic tones. Removes of key; bridge-notes and distinguishing tones.
2. Time.
   All the measures in common use. Division of pulses into thirds and quarters. [Transcription of values by doubling, halving, &c.] Accent and syncopation.
3. Musical terms in common use.
4. The compass and registers of the various voices of men, women and children; [general rules relating to voice training.]

The passages above enclosed in brackets will be omitted in 1895, *but will be restored in* 1895–6.

NOTE.—A paper on this subject is not given to any second year Student who has not passed the Musical Inspector's examination in practical skill. Acting Teachers who take this paper must have furnished the Department with a Certificate (fly-leaf to Form 26(2)) from some competent person (such as the organist of their Church) that they have "such "an amount of musical skill, vocal or instrumental, as is "sufficient for the purpose of teaching children to sing from "notes."

PART II.

N.B.—Students in Training Colleges, who, in their second year, pass in any British University an advanced Examination approved by the Department, will not be required to present themselves for examination in Part II. of this Syllabus.

A Student who elects to offer any University Examination as an equivalent for Part II., and who fails to pass that University Examination, will be *judged in some other way to be decided by the Department*

ENGLISH :—§ [100]. COMPOSITION § [30.]

1. Grammar and analysis.
2. An intelligent acquaintance with the language, style and subject matter of Shakespeare's "King Lear," and the following 12 of Bacon's Essays, Nos. 1, 2, 4, 5, 9, 11, 14–19.

In 1895–6 *the books will be Gray's Poems, Shakespeare's "Richard II.," with an intelligent knowledge of the plot and chief characters in Shakespeare's "The Tempest," and "Macbeth."*

3. To write plain prose on a given subject.

GEOGRAPHY (Optional) :—[75].

1. Elementary knowledge of Physical Geography, with special reference to—
   (*a.*) Shape, size and motions of the earth.
   (*b.*) The atmosphere, rain, clouds and vapour.
   (*c.*) Winds, currents and tides.
   (*d.*) Causes which affect climate.

2. General Geography of Europe, with maps of *any part of England.*

In 1895–6, "(*e*) *Effect of climate on industry, production, and national character;* "(*f*) *Distribution of plants and animals*" *will be added to Section* 1, *and* "*the* "*British Empire with maps of Australia, Hindostan and New Zealand*" *will be substituted for* "*Europe with maps of any part of England*" *in Section* 2.

ENGLISH HISTORY (Optional) :—[75].

The History of England from 1760 to 1820.

In the following year 1895–6 :—

1. *General knowledge of the most memorable events of English History from* 1066 *to* 1815, *and of their immediate causes and effects.*

2. *The History of England during the sixteenth century with special reference to :—*
   (*a.*) *Constitutional changes and most important laws.*
   (*b.*) *Military and naval transactions abroad and at home.*
   (*c.*) *The industrial condition of the people.*
   (*d.*) *The literature of the period.*

ARITHMETIC :—§ [100].

In arithmetic the use of algebraical symbols in the solution of questions is permitted.

Application of former rules; with Discount, Stocks, Insurance, and the extraction of the Square Root.

The paper will contain questions requiring an explanation of the arithmetical processes employed.

The paper will contain alternative questions on Elementary Algebra.

These questions will not extend beyond the four simple rules, involution, algebraic fractions, and simple equations of one unknown quantity.

In the following year 1895–6 *Arithmetic generally* with alternative questions on Elementary Algebra as above.

A Candidate who, in her first year, passed with credit in Arithmetic, may, in her second year, take Euclid, Book I., and Algebra to the end of simple equations with one unknown quantity instead of Arithmetic.

LANGUAGES AND SCIENCES.

A Candidate may not in her second year take up more than two languages, or two subjects of Science, or one language and one subject of Science, unless in substitution for Domestic Economy, Geography, or History, as provided above.

LANGUAGES (Optional) :—[100 each.]

1. Latin.
2. French.
3. German.
4. Welsh.
5. Hebrew.

Students will be examined in those languages only for which a special course of instruction is provided in the Time Table of their College.

These papers will contain more difficult passages than those for Students of the First Year, for translation from and into English prose, with questions upon the construction of particular sentences.

In 1895 *the passages will be taken from Cæsar, "Gallic War," Book VII.*; Malot, "Capi et sa troupe," Épisode de "Sans famille" Goethe, "Hermann und Dorothea"; Oriau'r Hwyr (first 62 pages), by J. Ceiriog Hughes; Genesis, cc. 27–50.

In the following year 1895–6 *the passages will be taken from Cicero, "De Amicitia" Virgil, "Æneid," Book VI.; Labiche et Jolly, "La Grammaire"; Malot, "Sous Terre," Épisode de "Sans famille"; Benedix, "Doctor Treuwald"; Schiller, "Der Parasit"; Oriau'r Bore, by J. Ceiriog Hughes; Book of Genesis.*

In each paper there will be also an easy unseen passage for translation into English from a prose writer.

Drawing and Sciences (Optional).

See p. 174.

If a Student takes up a Science subject in her first year, and fails to pass in it, she must, should she present herself in Science at all at the end of her second year, take up the subject in which she failed; but she may drop Science altogether in favour of another optional subject.

THIRD YEAR.

Part I.

No student will be examined unless the Principal certifies that she has spent at least *35* hours in the Practising School under proper superintendence during the third year. *The Department may dispense with this requirement in the case of certificated teachers admitted for a year of training under Art.* 115 (b) *of the Code, and retained for a third year under Art.* 120.

In 1895–6 *the number of hours will be* 75.

Teaching a class in the presence of Her Majesty's Inspector. § [120].

The Art, Theory, and History of Teaching. (Special subjects to be named from time to time.) [100].

In 1895 the special subject is any one of the following:—

"The Life and Work of Dr. Arnold."
Quick's "Educational Reformers."
Bain's "Education as a Science."
"The Teacher's Handbook of Psychology," by Sully.

In 1895–6 *the special subject will be any two of the same books.*

Part II.

N.B.—Students in Training Colleges, who, in their Third Year, pass in any British University an advanced Examination approved by the Department, will not be required to present themselves for examination in Part II. of this Syllabus.

A Student who may elect to offer any University Examination as an equivalent for Part II., and who fails to pass that University Examination, will be *judged in some other way to be decided by the Department.*

Students may be exempted from examination in the subjects of Part II. of this Syllabus, and may be examined in lieu thereof in the subjects of a Programme of studies approved by the Department at the beginning of the year of training.

The Student will be examined in two of the following four groups :—

GROUP I.—ENGLISH :—[100].

History, Literature, and Biography (special subjects to be named from time to time). The special subjects for 1895 are any two of these books :—

Hallam's "Constitutional History," Chapters XIII. to XVIII. inclusive.
Southey's "Life of Nelson."
Milton's "Samson Agonistes."

In 1895–6 *the special subject will also be any two of the same books.*

GROUP II.—MATHEMATICS :—

(*a.*) Algebra and Mensuration. [100.]

Algebra; the four simple rules, involution, evolution, common measures, common multiples, fractions, surds, ratio, proportion, simple equations and easy quadratic equations of one or two unknown quantities, and problems leading to such equations.

Mensuration ; plane rectilineal figures and the circle.

In 1895–6 *variations and progressions will be added.*

(*b.*) Euclid. [100.]

The first two books, with simple deductions from the propositions and easy geometrical problems.

In 1895–6 *the first three books of Euclid.*

Euclid's definitions will be required and no axioms or postulates except Euclid's may be assumed. The actual proofs of propositions as given in Euclid will not be required, but no proof of any proposition occurring in Euclid will be admitted in which use is made of any proposition which in Euclid's order occurs subsequently.

GROUP III.—LANGUAGES :—[100 each.]

Two of the three languages, French, Latin, and German. Easy passages will be given for translation from and into English, with questions on grammar, and on the construction of sentences.

GROUP IV.—SCIENCE :—[100 each.]

Two of the Sciences included in the Syllabus of the Science and Art Department, the Student taking the paper in Honours. No subject is to be taken up in the third year by a Student who has previously obtained Honours in that subject.

ADDITIONAL SUBJECTS.

I. Drawing. [200.]

The exercises for which marks may be obtained by Candidates for a Certificate are the following :—

(*a*) Freehand Drawing (Subject 2*b*); [40].
(*b*) Model Drawing (Subject 3*a*); [40].
(*c*) Shading from Casts (Subject 5 *b*); [40].
(*d*) Practical Plane and Solid Geometry, Elementary Stage (Science Subject I.) [60].
(*e*) Model Drawing with Chalk upon the Blackboard [20].

Marks are allowed for a First Class in (*a*) (*b*) (*c*) or (*e*) and for a pass in (*d*).

The passes and classes allowed as equivalents for (*a*) (*b*) (*c*) and (*d*) for the purposes of the Elementary Drawing Certificate (First Class) (*see* p. 64 of Science and Art Directory) are also allowed as equivalents in the Certificate Examination.

Drawing does not form part of the Certificate Examination. Annual examinations in drawing are held at each of the Residential Training Colleges *at a date to be announced by the Science and Art Department*. Acting Teachers and Students in Day Training Colleges must present themselves for examination at one of the Schools of Art or Art Classes in connexion with the Department of Science and Art. The date of the examination must be ascertained from the Secretaries of those Schools.

II. Science. [Advanced or Honours, 100 ; Elementary, 75.]

1. The Subjects of Science for which marks may be obtained by Candidates for a Certificate are the following. The numbers are those of the Science Directory of the Science and Art Department. No Candidate may obtain marks for more than two subjects whether taken in the Elementary, Advanced, or Honours Stage, except in the case of a Science taken in substitution for, or as an alternative to another subject as provided above* :—

I. Practical Plane and Solid Geometry. (This is counted as one of the subjects of Drawing.)
V. Mathematics.
VI. Theoretical Mechanics—(*a*) Solids ; (*b*) Fluids.
VII. Applied Mechanics.
VIII. Sound, Light, and Heat—Elementary Stage. (*a*) Sound, (*b*) Light, (*c*) Heat—Advanced Stage and Honours.
IX. Magnetism and Electricity.
†X. and X*p*. Inorganic Chemistry (Theoretical and Practical).
XIV. Human Physiology.
XVII. Botany.
XXIII. Physiography.
XXIV. Principles of Agriculture.
XXV. Hygiene.

* N.B.—This limitation does not apply to Science Subject No. I., a pass in which is required for the Elementary Drawing Certificate (First Class).

† When X*p* is taken with X, the two count as one Science only, but *an additional 50 (Advanced) or 38 (Elementary) marks are given for Xp.*

Elementary Physics is allowed as an alternative to Subject VIII. or IX.

2. None of these subjects form part of the Certificate Examination held by the Education Department.

3. Students in Residential Training Colleges are examined at their Colleges *at a date to be announced by the Science and Art Department*, but only in those of the above subjects for which a special course of instruction is provided in the Time Tables of the several Colleges, and all apparatus necessary for practical instruction is supplied.

4. Students in Day Training Colleges and Acting Teachers are examined at the ordinary May Examinations of the Science and Art Department.

5. *Acting Teachers* obtain marks for success at *either or both of* the *two* Examinations (*1894 and 1895*) open to them next preceding their Certificate Examination.

6. Students in a Residential Training College may not attend the May Examinations.

7. The Syllabus for the Examinations at the Training Colleges in all subjects, except Mathematics, is that for the May Examination given in Appendix D. to the Science and Art Directory. That for the Examination in Mathematics is given at pages 52 and 53 of the Directory.

8. No Candidate is allowed marks for a pass in the Advanced (or Honours) Stage of any subject other than Mathematics, unless she has been previously successful at the May Examination or at the Training College in at least the Elementary Stage of the Subject.

REGULATIONS FOR STUDENTS AT DAY TRAINING COLLEGES.

1. The Department holds a special Examination in June or July for students in Day Training Colleges. This Examination extends to all subjects included in Part I., and must be taken by all Students alike. It will also include the "General paper" herein-after mentioned.

2. (*a.*) Students in Training Colleges who in their first year pass in any British University a preliminary or other Examination approved by the Department will not be required to present themselves for examination in those portions of Part II. of this Syllabus which were included in that University Examination.

(*b.*) Students in Training Colleges who, in their second year, pass in any British University an advanced Examination approved by the Department, will not be required to present themselves for examination in Part II. of this Syllabus.

(*c.*) Students in Training Colleges who, in their third year, pass in any British University an advanced Examination approved by the Department, will not be required to present themselves for examination in Part II. of this Syllabus.

3. In the case of Students, who do not offer an approved University Examination, the following conditions must be observed:—

(*a.*) The *time tables and the* programme of studies and the names of the books prescribed in languages shall be communicated to the Department at the beginning of each Academical year, and approved, and the approved programme shall take the place of Part II. of the Syllabus for such Students.

(*b.*) No programme shall be approved that does not provide for instruction in Geography and History for those Students of the first year, who have not passed with exceptional credit in those subjects at the Queen's Scholarship Examination.

(*c.*) The Examination in the subjects of the approved programme held by the College authorities during, or at the end of, the Academical year shall take the place of the Certificate Examination in the subjects of Part II., *but Students may, if it is desired, be presented at the June Examination of the Department.*

(*d.*) The worked papers, the questions set by the College authorities, and the marks awarded to each answer, and on the whole results of the Examinations, shall be submitted to the Department.

(*e.*) A General paper will be set to all such Candidates by the Department, in addition to those set by the College authorities. This paper will include questions on English, Geography, History, and Arithmetic, and may be taken at the end of the first or of the second year. A Student failing in this paper at the end of the first year may take it again in the second year, but no Student can pass the examination for a Certificate without passing in this paper.

4. Students who offer an approved University Examination as an equivalent for Part II. of this Syllabus in their first, second, or third year, and who fail to pass that University Examination will be judged in *some other way to be decided by the Department.*

Regulations relating to the Examination of Candidates for admission into Training Colleges and for the Office of Assistant Teacher, called the Queen's Scholarship Examination. 1895.

The Examination for admission into Training Colleges, and for the Office of Assistant Teacher, called the Queen's Scholarship Examination, will be held on the first Tuesday after the 10th of December (17th December 1895) at each of the Residential Training Colleges, and at such other Centres as may be necessary.

1. Candidates cannot be admitted to the Examination unless application has been made to the Department on their behalf before the 1st of October.

2. Candidates, who desire to be examined at a Training College, must make their own arrangements for securing a seat with the authorities of the College. To those who do not desire to present themselves for examination at a College, a choice of Centres is offered; the exact address of the place of examination at the Centre selected will be communicated to each candidate as early as possible in the month preceding that in which the Examination is held.

3. Candidates who have not been Pupil Teachers must be over eighteen years of age on 1st of September next following the date of their Examination in December. The date of birth must be forwarded to the Department with the application for permission to sit at the Examination.

4. Candidates who fail twice to pass the Queen's Scholarship Examination may not be again examined.

5. Candidates employed in Public Elementary Schools must receive (on Form IX.) from their managers a certificate showing their physical fitness for the profession of teacher; those not so employed must produce a medical certificate to the same effect.

6. Copies of the papers set at previous Examinations may be obtained from Messrs. Eyre & Spottiswoode or through any bookseller, price 6*d.* each.

7. Candidates are informed by letter from the Department of the result of their Examination, and those who obtain a place in the First or Second class are eligible for admission as Queen's Scholars to a Day or Residential Training College for a period of training commencing with the Academical year next succeeding the date of the Queen's Scholarship Examination.

SYLLABUS OF SUBJECTS OF EXAMINATION.

A. COMPULSORY SUBJECTS.

1. Reading [60] and Repetition. [40.]

To read with precision, ease, and just expression; and to repeat 100 lines of Shakespeare or Milton with clearness and force, and knowledge of meanings and allusions.

In Welsh districts 50 lines of Shakespeare or Milton may be taken with 50 lines from a standard Welsh author, with translation from Welsh to English and vice versâ.

N.B.—Candidates employed in Public Elementary Schools must perform these exercises at the inspection of their school next preceding the Examination at which they wish to present themselves. Other candidates will be heard and marked at the place of Examination. No marks are carried forward from one Examination to another.

2. Writing. [60.]

To set copies in large and small hand. To write legibly.

3. Spelling. [50.]

To write correctly a passage dictated by the Inspector.

4. Composition. [30.]

To write simple prose upon a given subject.

5. English Grammar and Language. [70.]

1. Parsing and analysis of simple and complex sentences.
2. Knowledge of the most common roots, prefixes and terminations, both Latin and English.
3. Outline of the history of English language and literature.

In Welsh districts the sentences set for parsing and analysis may be partly Welsh; knowledge of Welsh roots, prefixes, and terminations may be required, and written translations from Welsh into English.

Alternative Latin. [70.]

To show a fair knowledge of Latin Grammar and to translate a passage from Cæsar "De Bello Gallico," Book II. Chaps. 1 to 19.

In 1896 the passage for translation will be taken from the same portion of Cæsar, Book II.

Candidates who select Latin instead of English cannot also take Latin as a language.

6. Arithmetic. [70.]

Practice, Tradesmen's and Household accounts.

Measures and Multiples. Vulgar and decimal fractions with their applications.

Proportion, with its application to Interest, Discount, Averages, Per-centages, and Stocks. Extraction of Square Root.

The paper on Arithmetic will contain questions requiring the reasons of the several rules to be explained, and accompanied with a number of exercises, [illegible] Arithmetic. The questions on Arithmetic will [illegible] the knowledge of such explanations, and those candidates who show that they have a clear understanding of the principles involved in the questions will be considered to have a better claim than the candidates [illegible] to whom [illegible] are satisfactorily solved.

7. Algebra and Mensuration. [80.]

Men only.

Algebra. The four simple rules, G.C.M., L.C.M., fractions, square and cube root, simple equations of one or two unknown quantities, and quadratic

equations of one unknown quantity, with easy problems leading to any of these equations.

Mensuration of plane surfaces.

8. Euclid. [80.]

Men only.

Euclid, Books I. and II., with simple deductions.

9. Geography. [70.]

1. Physical, political, and commercial geography of the British Empire.

2. Map drawing.—The map set will be of some part of the British Islands, France, or Italy.

In Welsh districts some of the questions set will relate to Welsh geography and Welsh industries.

10. History. [70.]

Outlines of English history from the Norman Conquest to the end of the Tudor period, with a special knowledge of the reign of Elizabeth.

In Welsh districts some of the questions set will relate to Welsh history.

11. Teaching. [80.]

To give a collective or class lesson on any subject taught in Elementary Schools. (An object lesson may be required.)

Marks for giving a lesson can only be obtained by candidates employed as teachers in any capacity in Public Elementary Schools. The lesson must be given at the Inspector's visit to the school next preceding the Queen's Scholarship Examination.

To prepare notes for any such lesson.

To answer questions as to the mode of giving any such lesson.

In Welsh districts additional credit will be given (in the class teaching lesson) for ability shown in utilising the children's knowledge of Welsh for the acquisition of English, or the fuller understanding of the English lesson.

Girls may be required to give a lesson in needlework suitable for any prescribed standard.

12. School Management. [80.]

Notes of lessons.

The methods of teaching the elementary and class subjects.

The methods and principles of infant teaching and discipline, and of cultivating the intelligence of children.

13. Needlework. [80.]

Women only.

1. The various stitches used in making and mending calico and flannel underclothing.

2. The cutting out, by proportion or by measurement, of a girl's chemise, drawers, and flannel petticoat.

14. Domestic Economy. [60.]

Women only.

Food; its functions and preparation.
Clothing and Washing.
Rules for warming, cleaning, and ventilatin the dwelling.
Rules for preserving health.
The management of a sick room.
Thrift.

B. OPTIONAL SUBJECTS.

1. Music.

(*a.*) *Theory of.* [20.]

Candidates may work the paper in either notation but not in both.

Staff Notation:

All the major and minor scales and signatures. Common musical terms. Chromatic intervals. Easy transposition. Syncopation. Compass of voices.

Tonic Sol-fa Notation:

The major and minor modes. Common musical terms. Chromatic intervals. Syncopation. Compass of voices.

(*b.*) *Practical Music.* [30.]

Graded tests in tune, time and ear training, based upon the requirements for the various school divisions. The highest marks will be given to candidates able to sing at sight passages combining the time and tune required above, and to tell ear exercises freely.

(i.) Candidates may take theory of music without also taking practical music.

(ii.) The tests can be sung from the staff or tonic sol-fa notation at the option of the candidate.

(iii.) It will suffice if each candidate is tested in time and one other point (song, note, or ear).

2. Languages. [70 each.]

Grammatical questions and easy passages for translation from English into the language chosen, and into English from the following books:—

(i.) Latin, 1895.—Cæsar, "de Bello Gallico," lib. V. Chaps. 8 to 37.

(ii.) Greek, 1895.—Xenophon, "Anabasis," lib. I.

(iii.) French, 1895.—Coppée. "Le Trésor."

(iv.) German, 1895.—Hauff, "Die Karavane."

(v.) Hebrew, 1895.—First Book of Kings.

(vi.) Welsh, 1895.—"Drych y Prif Oesoedd," Part I.

In each paper there will also be an easy unseen passage for translation into English from a prose writer.

Marks may be obtained for any one of the above languages, but not for more than one. Candidates taking Latin as an alternative for English Grammar may not take Latin also as a language.

The same books will be taken in 1896.

3. Sciences.

Elementary Stage. [30.]

Advanced Stage. [I. 50, II. 40.]

(i.) (a) Mechanics of Solids.
(b) Mechanics of Fluids.

*(ii.) Chemistry.

(iii.) Human Physiology.

(iv.) (a) Sound.
(b) Light.
(c) Heat.

(v.) Magnetism and Electricity.

(vi.) Physiography.

(vii.) Botany.

(viii.) Principles of Agriculture.

(ix.) Hygiene.

(x.) Physics.

* Additional marks (50%) are given when Practical Chemistry is taken with Theoretical.

No papers in Science are set at the Queen's Scholarship Examination. But marks counting in that Examination can be obtained by success at one of the May Examinations of the Science and Art Department held in the same year as the candidate's Examination for the Scholarship or the preceding year. (For information as to the places and times of these Examinations, and for a detailed syllabus of each Science, see the Science and Art Directory.)

Marks may be obtained for any one of the above Science subjects (the subdivisions (a) (b) and (c) of (iv.) counting each as one subject in the advanced stage, but together as one subject in the elementary) but not for more than one.

4. Drawing. [100.]

(a.) Freehand. (Subject 2b.) [20.]
(b.) Model. (Subject 3a.) [20.]
(c.) Shading from casts. (Subject 5b.) [20.]
} Elementary Stage.

(d.) Practical Plane and Solid Geometry, Elementary Stage (Science Subject I.) [40.]

Exercises in drawing are not given in the Queen's Scholarship Examination. But marks counting at that Examination can be obtained by corresponding success at any previous Examination of the Science and Art Department. (For information as to the places and times of these Examinations, and as to the exercises required, see the Science and Art Directory.)

Pupil teachers, in schools in which an Examination in drawing is held, are examined at the Drawing Examination in their own schools, and not at the May Examination, unless they are attending School of Art or Art classes.

The exercises in the several branches may be taken in any order.

Marks are allowed for a 1st class in (a) (b) and (c) and for a pass in (d).

The passes and classes allowed as equivalents for (a) (b) (c) or (d) for the purposes of the Elementary Drawing Certificate (1st class) (*see* p. 64 of the Science and Art Directory) are also allowed as equivalents in the Queen's Scholarship Examination.

5. Other Subjects. [60.]

Additional marks are given for University Extension Certificates awarded during the year preceding the Queen's Scholarship Examination by the University of Cambridge, the University of Oxford, the Victoria University, and the Universities Joint Board of the London Society for the Extension of University Teaching, after examination by some competent examiner other than the teacher or lecturer, on a course of study including not less than 24 lectures and classes (of which the candidate claiming marks must have attended not less than 20) in one of the following subjects :—

(i.) A period of English literature, with special reference to the work of a standard author.
(ii.) A special aspect of British history, e.g., the history of Wales, Scotland, Ireland, the Colonies, or India, or some period of the Economic History of England.
(iii.) A special aspect of Geography, e.g., the history of Discovery.
(iv.) The elements of English architecture, with special reference to ancient buildings visited by the candidate.
(v.) Geology.
(vi.) Astronomy.
(vii.) Meteorology.

A Syllabus of the course of Lectures must be submitted to, and approved by, the Department before any certificates can be accepted.

GENERAL REPORT, *for the Year* 1894, *by the* REV. F. SYNGE, *one of Her Majesty's Chief Inspectors of Schools, on the* SCHOOLS *in the* EASTERN DIVISION, *comprising the counties of* BEDFORD, CAMBRIDGE, HERTFORD, HUNTINGDON, LINCOLN, NORFOLK, SUFFOLK, *and part of* ESSEX.

MY LORDS,

MY last report was for the year 1892, when the payment of school pence had but recently ceased, and before the impetus to evening continuation schools had been given by the changes in last year's Code. The inquiry into the condition of school premises of last year has also taken place.

These are naturally the points on which my colleagues in the Eastern Division have largely dwelt in writing to me, and on which I propose to spend a good deal of my report.

School accommodation.

I should like to say at the very outset that some inquiry into the school accommodation had been pressed on the Education Department by many of the Inspectors for a considerable time. They knew better than anyone else how much needed to be done, and how much they were hampered in asking for reform by their own acts and the acts of their predecessors. In 1871 and 1872 we heard the same pleas for procrastinating every improvement that are heard to-day, and in some cases, as even now, the clamour of the recalcitrant manager was so loud and persistent that children and teachers had to suffer yet for 20 years from cold or damp, or darkness, or bad air, or whatever other fault there might be in the building and its arrangements. Under such circumstances it was quite necessary that the plea that some defect or abuse was passed last year should avail no longer, and that the facts about each building should be reported to the Education Department. Though much that is very far from perfect has still been allowed to stand, a great deal of improvement has been made, and that to a great extent with good will on the part of the managers, and not under compulsion, as the reports of my colleagues will show. As far as my own experience has gone in the Eastern Division, very little that is really new has been required. The requirements that have been made now should mostly have been made when the supply of school accommodation was being arranged after the Education Act of 1870. Only in the matter of provision for cloaks and hats experience has proved the necessity of doing away with the untidy, unsavoury, and insanitary arrangements that were still in use in some places.

Mr. Oliver.

"The following entirely new schools have been erected:—Duddington Jackson's C.E., Denton C.E., Dunsby Fen, Long Sutton Board (Infants' Department), Spalding National (Infants' Department).

"Class-rooms or substantial improvements have been added to 41 schools. Substantial improvements are in progress at seven more schools. All this has been, or is being, done in a purely agricultural district in spite of 'bad times,' and I am pleased to add that there has been very little friction, owing to the demands that have been made."

Mr. Davies.

"When last I reported I mentioned the towns of Lincoln and Gainsborough as growing. In Gainsborough the parish church school has been enlarged by the erection of a new boys' school with two large class-rooms; new large class-rooms have been added to the old boys' school, which is now used as the girls' school; the girls' school, which was a separate building, has been opened as a free school for

the town in the last week or two, so that the accommodation of the town has been materially increased, and is for the present sufficient.

"In Lincoln matters have moved very slowly, but two new schools are nearly finished, and more are to follow shortly. . . . . The further development of the iron industry at Frodingham and Scunthorpe has led to a large growth of the latter; plans for a large new school are, I believe, now before the Department, and will be proceeded with at once."

Mr. Wilson. "The principal event of the past two years has been the inquiry into the condition of school buildings. Whilst I have condemned very few completely, improvements of various kinds have been required in numbers of cases. Many class-rooms and cloak-rooms have been built or are to be commenced shortly, whilst ventilators have been inserted in all directions. The unfortunate part is that visits too frequently prove that these are shut in cold weather and the air is as bad as ever.

"As the population of the district is generally decreasing, questions of school supply seldom arise. This does not apply to Grimsby, where new schools are needed. The overflow of the town into the next parish has brought about a school board in Cleethorpes, which will have to deal with this new population."

Mr. Swinburne. "In view of the wonderful advance in the direction of improved structure (as well as the raising of the exemption age and the Evening School Code) I regard these two years as the best of all the years since my appointment 19 years ago. Although in some cases exteriors have been marred by hideous growths, in almost every case material additions have been made to the health, comfort, and convenience of the interiors."

Mr. Henderson. "Improvement in school buildings was in many cases an absolute necessity, and unfortunately in many cases was rendered by circumstances almost an impossibility. The wisdom of our ancestors was not very evident in the planning or placing of schools. The structures were often flimsy and ill-designed, and, besides, were frequently wedged into some corner, where it was impossible to enlarge them for want of space. In one or two cases new schools were rendered necessary from the fact that a few yards of ground, required for some small but essential alterations, were absolutely unobtainable.

"In some parishes, where the existing buildings were really unsuitable, it seemed, nevertheless, a cruel hardship to require a new and costly school, when land was unlet and rents reduced to a minimum. In such cases I may honestly say, that every consideration was shown by the Department.

"I must add that the difficulties were often caused by the neglect, or wrong-headedness, of boards or managers, who put off the evil day till it was too late to complete the repairs and alterations in proper time. Others, again, would not realise that any special effort had to be made, and when they had escaped the necessity of re-building and were told to repair or improve, thought they had done all that was necessary when they had sent some man from the village to do a day's work. . . . .

"Except in Ipswich, the growth of population is slow, and consequently there is little demand for further accommodation, except where existing schools have to be improved or enlarged on account of their defects or shortcomings."

Mr. Claughton. "The question of school supply in a country district turns now chiefly on the point of 'suitability.' There has been a gradual improvement in this respect, but the full effect of Circular 321 cannot yet be seen. Already, however, I can report that at least two schools are to be entirely rebuilt—that the class-rooms have been condemned in other cases, and that the erection of a new school will probably be necessary here and there—and that additional cloakrooms and class rooms have been, or are in course of being, provided in very many instances. In spite of this, there are many very poor buildings, and very many small and unsuitable class rooms, but I hope that the course of improvement will go on till a fair standard of comfort has been reached.

"One thing is certain, viz., that a school which provides only eight square feet for each child in average attendance (children ranging in age from 5 to 14) cannot possibly be a well-taught school.

"The abolition of school fees has in some places caused a large influx of infants, and the accommodation for these little ones is often inadequate, and very often unsuitable.

"The proportion of children of school age is often much in excess of the estimate, *e.g.*, in a place with a population of 3,200 there are actually 680 children attending school, all belonging to the parish. In many small parishes, one-fourth to one-fifth of the population consists of children of school age."

Mr. Tillard. "Since my last report was written, Gorleston has been added to my district. School building is going on in those parts where there is any increase of population. In Norwich some of the board schools are temporarily over-crowded. A new board

school, however, will soon be opened, and another is in course of construction. In Yarmouth a new board school has been opened in the course of this year, and I incline to think more accommodation will soon be required.

"In reporting under Circular 321, I found that in the most important respects there was no serious cause of complaint in a large proportion of the schools in my district. Of course in a great number of cases, minor defects were pointed out, and improvements required in many unsatisfactory buildings. A few schools are incapable of being brought up to the standard of modern requirements. I have found managers, as a body, most ready and willing to effect any improvements suggested . . . .

"Rural infant classes have increased so much of late years, that the accommodation of infants in the villages has necessarily engaged much of my attention, and improved accommodation both in the way of buildings and desks, &c., has frequently been required."

Mr. Myers.

"The result of Circular 321 was in the Cambridge district very satisfactory. There was not, indeed, very much that needed to be done; but the stimulus of that circular made it easy to get many small matters set right at once, which had been hanging fire for some years. The circular was especially useful as regards apex ventilation, the need for which is not at once apparent either to managers or teachers, although the difference in comfort, when that point has been attended to, is great indeed.

"In Cambridge itself a good many enlargements, and the erection of one new school, have been rendered necessary by the growth of population. Cambridge, as a university town, both ought to supply, and does supply, an unusual proportion of capable and painstaking managers. The real combination of efficiency with economy which almost all Cambridge schools show (and I am not speaking of church schools alone), indicates that no small amount of tact and experience has gone to their administration."

Mr. Hitchins.

"The deficiency of school accommodation, and the defective character of much that exists, are matters that still demand attention in this district.

Colchester.

"In Colchester instruction is still given in six schools that have been condemned. The School Board, which has now been in existence for about 2½ years, has not been too hasty in completing the serious task it found on its hands. Speaking in round numbers, additional accommodation is required in the borough for about 3,000 children. Two new schools for about 1,000 children are just completed, and will be opened directly. Another large school providing about 1,200 places is building, but probably will not be finished in the lifetime of the present board. But these three schools will not be sufficient to meet the needs of the town, another large one in a central position is wanted, but its site has not yet been chosen.

Harwich and Dovercourt.

"A school board was formed for Harwich and Dovercourt about two years ago. Up to the present time very little has been done to meet the large deficiency in school accommodation, nor until quite recently has the school board shown that it realises the deplorable state of the borough as regards the education of its children. A census which ought to have been taken two years ago was not set about until the present year, and then only under strong pressure from the department. This Census shows a very large deficiency, and it is evident that a large number of children in Harwich and Dovercourt are growing up without attending any public elementary school. Very recently the board has made proposals which give a prospect of providing sufficient accommodation, but it will be some considerable time before that can be accomplished.

Clacton.

"In Clacton and Little Holland a large board school has been opened this autumn to meet the deficiency. Owing, however, to the recent closing of a Wesleyan school, there is again a deficiency, and another school is required.

Burnham-on-Crouch.

"Burnham-on-Crouch has long been without sufficient accommodation for its children. About 200 infants are taught in a sort of public hall not very well adapted for the purpose and only recognised temporarily; and the older children are crowded together in a poor building without sufficient playground, class-rooms, or cloakrooms, and till very recently with very bad office accommodation. Much time and labour have been devoted to correspondence, but very little real progress has been made towards providing proper schools. The educational interests of the town are in the hands of trustees of an educational endowment, which has, I believe, provided all the local share of school expenses, but unfortunately for Burnham, these trustees have not yet solved the very simple problem of finding a good school site and building on it for the needs of the town.

Witham. Tollesbury.

"In Witham and Tollesbury, the very poor quality of the school accommodation has led to the formation of a school board in each parish, and it is to be hoped that satisfactory schools will be provided with as little delay as possible.

"The information supplied to the Department by the enclosure to Circular 321 has been followed by demands for improvements to the buildings in many country parishes. These are being met in a very creditable manner considering the ruinous condition of agricultural affairs in this part of the country."

Mr. Wix.

Mr. Wix says that the accommodation keeps pace with the requirements, and enumerates several important additions in the past two years.

"Several schools are under notice to provide improved accommodation, but as a rule both premises and apparatus are satisfactory; in spite of some natural opposition and unavoidable friction Circular 321 has done much good, and it is greatly to the credit of managers that they have with few exceptions recognised its requirements as reasonable, and striven with much energy and success to meet them."

Attendance and free education.

In the matter of regularity of attendance very few of my colleagues have any improvement to record. But Mr. Oliver in Lincolnshire, and Mr. Henderson in Suffolk, trace some improvement, and Mr. Wix shows that in the counties of Huntingdon, Bedford, and Hertford, in which his schools lie, distinct progress has been made.

Experience seems to show two things. First, that there is no insuperable difficulty raised by parents or children in securing a regular attendance if it is distinctly understood that the law requires it, and that the law will be strictly enforced. Difficulties arise and take the heart out of much educational work when the authorities, who should enforce the law, are themselves the offenders, or when the law is uncertainly or intermittently enforced.

Secondly, that it is impossible as yet to give full power in matters of education and attendance to the local authorities, because in the country, at all events, they so distinctly show a desire to reduce the education of children to the lowest possible point.

In comparing the attendance of the whole country with that of the Eastern Division, as I have done on previous occasions, I find that Bedfordshire heads the list of the Eastern Division in regularity, being only passed by three other counties in England. Norfolk follows very close. Then follow in order Suffolk, Essex, Huntingdonshire, Hertfordshire, all above the average of England and Wales, leaving Lincolnshire and Cambridgeshire still below. Huntingdonshire is thus shown to have improved in the last two years.

Mr. Davies.

"The attendance has not, as far as I can judge, improved since last I reported; the agricultural depression is even more acute, and boy-labour in greater demand; the school attendance committees protest that the magistrates will not grant convictions, and that they follow a losing suit in prosecuting. . . . .

"The raising the exemption age to 11 is a step in the right direction, and will, I trust, be followed by further steps the same way. The increased attendance of infants consequent on the passing of the Act of 1891 seems to be well maintained, and this in the long run should improve the general state of education."

Mr. Wilson.

"School attendance is still unsatisfactory. Some of the smaller boards do not even pretend to enforce the law. Indeed they cannot, when it is part of their election pledges not to prosecute irregular attenders. But in a country district the law cannot secure good attendance, though flagrant cases of irregularity might be prevented if the authorities and magistrates were more in earnest. I thoroughly agree with Mr. Routledge's opinion that the only remedy is a double session in summer, which will leave the afternoon free. One of my schools tried this plan for seven or eight consecutive years with complete success. The master was reluctantly compelled to abandon it by the opposition of one of the managers. Free education has produced very little effect on the attendance in country schools."

Mr. Swinburne.

"For a brief space, when compulsion was thought to be a reality, attendance was splendid. The fee grant, by killing a favourite excuse, has raised a fitful flame of magisterial energy. Other excuses will take the dead one's place; because the heart of the magistrate is not in the work."

Mr. Henderson

"I certainly hear fewer complaints on this subject, than I did a few years since, and more effort is made by attendance committees to enforce the prescribed standard

of exemption. In country districts, however, the question still remains the most crucial of all, and its satisfactory solution will be the greatest educational achievement of the day. In connexion with this subject I may say, that I note with pleasure the gradual disappearance of active hostility on the part of parents to the schools."

"Epidemics have been unusually prevalent in my district for the last 12 months, and few parishes have wholly escaped. In some villages sad havoc has been played with attendance and progress of scholars owing to these visitations. In some schools, situated far from the children's homes, I find that dry socks and slippers are kept at the school. I wish this practice were more common. Such precautions cost little trouble or money, and are valuable in improving attendance, and also in training parents and children to have a proper regard for health." Mr. Tillard.

"The new law prolonging school attendance till the age of 11 has been of great benefit in the Cambridge district. Free education has hitherto done little more than increase the number of the younger infants; but this added year from 10 to 11 is in many parishes a substantial gain. If the age of compulsory attendance could now be raised to 12, so much the better. It is also much to be desired that the duty of compelling children to attend school should be entrusted to hands stronger than those of some school attendance committees, and more disinterested than those of some rural school boards. It is to be feared that candidates for election to such school boards have sometimes caught the popular vote by implying that compulsion under their rule will not be severe." Mr. Myers.

"It is causes outside the school rather than within it which now hinder education. I should like once more to insist on a fact which I think that educationalists hardly realise, namely, the extreme importance of checking zymotic disease. Persons who do not see country villages in an intimate way have small notion of the frequency and the serious consequences of epidemics. Those who speak of measles, hooping-cough, scarlatina, as *trifles* little know what enduring weakness they often entail. These childish complaints are not less important, but more important, to the poor child than to the rich one. It is low vitality caused by the parent's drink and the children's perpetual epidemics which neutralises more than anything else the efforts made by the Education Department to improve the minds and bodies of the next generation. School education is now greatly ahead of all the other conditions of village life. Zymotic disease. Mr. Myers.

"Irregularity of attendance is still the great drawback to efficiency. If we could get the same kind of attendance in elementary schools which obtains in secondary, a rapid improvement would ensue. I very much doubt whether compulsory attendance has done any good at all. It only professes to touch the worst cases. Two or three absences a week will very generally escape without much observation. Badly, sporadically, half-heartedly administered, it is slow, and so uncertain that its terrors fail to strike. It is better to have no law at all than one not enforced with certainty." Mr. Smith.

"The accompanying table shows that the district is very evenly divided between school boards and school attendance committees, and that the attendance results attained under either kind of local authority are very similar. Mr. Wix. Statistics of attendance, &c.

"On the whole the figures are satisfactory, showing considerable improvement on those of two years ago and comparing favourably with those for the whole country, though it is to be remembered that except in the Fens the physical features of the district present few obstacles to regular attendance, and I am comparing the results in this district for 1894 with those for the whole country in 1893.

"The most satisfactory features are the increase in the number and average attendance of elder children, the improved regularity of the infants' attendance and the fact that the general improvement though not rapid has been sustained, continuous, and fairly distributed throughout the district. It will be observed that the increase in the number of infants on the books is but small: two years ago the Act of 1891 had its effect in increasing the *number* of young children, it appears now to be improving their *attendance*.

"The number on the books is comparatively small in the unions of Watford, Bedford, Woburn, Huntingdon, St. Neot's, and St. Ives, but there has been a great improvement in Watford, and ehe erection of a large new school in Bedford will no doubt raise the number on the books, though in the town of Bedford itself the number of children attending elementary schools is always likely to be low in proportion to the population. In the three Huntingdonshire Unions the number on the books should certainly be larger; I have noted several villages where this number is much smaller than it should be and where the school attendance committee seems to have no means of discovering children who are illegally absent. In the union of

St. Ives, however, (as also under the St. Alban's School Attendance Committee) there has been a marked improvement in the regularity of attendance.

	On Books.			Average Attendance.		
	Infants.	Elder Children.	Total.	Infants.	Elder Children.	Total.
School attendance committees.	12,483	19,787	32,270	9252·8	17538·9	26791·7
School boards - -	12,266	19,477	31,743	9103·6	16973·7	26077·3
Total, 1894 -	24,749	39,264	64,013	18356·4	34512·6	52869·
Total, 1892 -	23,803	37,071	60,874	16488·6	31904·9	48393·5
Increase in two years -	946	2,193	3,139	1867·8	2607·7	4475·5
England and Wales (1893).	—	—	—	—	—	—

(*Continued.*)

	Per-centage.			Per-centage of Population on Books.	Per-centage of Population in Average Attendance.
	Infants.	Elder Children.	Total.		
School attendance committees.	74·1	88·6	83·	—	—
School boards - -	74·2	87·1	82·1	—	—
Total, 1894 - -	74·1	87·8	82·5	18·2	15·1
Total, 1892 - -	69·2	86·	79·4	17·3	13·8
Increase in two years -	4·9	1·8	3·1	·9	1·3
England and Wales (1893) -	70·5	85·1	79·9	17·3	14·1

Evening continuation schools.

The Evening School Code of 1893 has given a great impetus to these schools in the eastern division as elsewhere. In some cases this movement has also been fostered by the county councils. In these schools the substitution of inspection for examination has been, I believe, an unmixed good. I have often felt acutely in years gone by, when examining an evening school, that the discouragement of applying our rigid and inappropriate standards to the ignorant but sensitive pupils of night schools did more harm than good, and certainly, if I had had the management of a night school in past years, should have endeavoured to arrange it untrammelled by the requirements of Government grants. Now the case is different. But the early energy only is seen as yet, and the future will show whether evening continuation schools are to be really continuous permanent institutions, or whether, as of old, they will run a three years' course, followed by a seven years' interval, an intermittent form of energy that has not been uncommon in the past. The problem is how not only to awaken a desire for further knowledge, but how to link it with the habits of life that it may con-

tinue and lead to the more independent progress which is always possible to one in whom the habit of reading has taken root. The experiment tried under the Nottingham School Board of working the reading classes of their evening schools in connexion with some circle of the Reading Union, which the children were encouraged to join on leaving the day school, has seemed to me the most hopeful effort in this direction of which I have heard. The possibility of guiding even to a small degree the reading of the child newly set free from school, the linking it in sympathy with others who are reading the same book, seems to me to give hopes of keeping up good habits which might otherwise be dropped, and of leading to better company than might otherwise become familiar.

"The year ending 30th April 1894 has been remarkable for the growth of the evening continuation school system. Mr. Oliver.

"The following are the numbers of schools and scholars present for the past three years :—

——	No. of Schools.	Boys.	Girls.
1892 - - - -	12	276	4
1893 - - - -	25	516	30
1894 - - - -	47	680	121

"Most of the schools were in the area of the Kesteven County Council, which offered liberal and judicious aid to all its schools.

"There were very few evening schools in the area of the Holland County Council.

"Of the industry of the teachers and scholars, and of the success which attended their efforts, I can speak highly.

"I may add that the difficulty of inspecting many of the schools, owing to their remoteness, the wintry weather, and the inconvenient train service, was immense."

"The new Evening School Code of 1893 brought into existence a considerable number of schools, which were conducted with fair success in their first year, though with a considerable amount of disregard of regulations. I hope this season to have less to criticise in the organisation. Most of the schools started last year are at work again, which is a hopeful sign. I shall have more to say on this subject when next I report to you." Mr. Davies.

"During the past winter many evening schools were opened in remote villages. These were helped by the Lindsey Council, but the section of the Act which forbids county councils to aid schools teaching the elementary subjects has proved a serious hindrance to the work, as arithmetic, &c. were most wanted by the young people. Good work has been done by most, and the shortcomings of others have been viewed leniently, as it was the first year of a new experiment." Mr. Wilson.

"More evening schools than ever were visited last session, and there was much to enjoy. With a bright light, a good and large map, and teacher and scholar taking turns—the latter reading aloud, the former commenting—the work of self-improvement is rapid and pleasant. . . . Mr. Swinburne.

"A rural policeman complained that his occupation was almost gone since the night school opened. I believe parents and farmers would prefer compulsion by night to compulsion by day."

"Before the introduction of the new Evening School Code these were, for the most part, very moribund institutions, but now their number has increased with a sudden bound, and last year I had 10 in Ipswich and 36 in the country. As to the value of the work they are doing, it is perhaps premature to express an opinion, but I can testify to the existence of a good deal of earnest work on the part of the teachers, and apparently genuine appreciation on the part of the taught. One very gratifying feature in many places is the number of grown-up men who attend, a fact which speaks volumes for the tact of the teachers. Of the subjects for which variable grants were paid the elementary are by far the most popular, notwithstanding the liberal encouragement given to the teaching of more technical subjects Mr. Henderson.

by the County Council in Suffolk. In arithmetic there are 38 classes; in reading and writing combined, 22; in reading, 18; in writing and composition, 16; a total of 94 classes in all, as against 54 for all the other subjects combined, 16 different subjects being taken.

"This predominance points, I think, to a conclusion that at present those, who attend, do so rather to make up those educational deficiencies which the requirements of every-day life bring home to them, than for any desire for general educational improvement. For instance, in the eight evening schools which were carried on in Ipswich, apart from the two higher centres, in only one case was a sufficient quorum got together for teaching any subject beyond the elementary ones, though the time-tables and prospectus provided for teaching various higher subjects.

"The most popular subject at the higher centres was ambulance, but the lectures on this subject were attended by an entirely different class from that which came to the centres for instruction in other subjects.

"I very much wish that country evening schools were put on a sounder financial basis, but managers are too apt to save themselves trouble by allowing them to be a kind of speculation on the part of the teacher, and the present mode of inspection renders it difficult to exercise any supervision over the accounts."

Mr. Claughton. "The new Evening School Code has been welcomed in some parts of the district. In the autumn of 1893 24 centres were started, but three failed to interest a sufficient number of pupils to make it worth while to continue. In one case the subject 'Life and Duties of a Citizen' is reported to have frightened the lads away, some wiseacre having informed them that an attempt was being made to tamper with their politics. In one village horticulture was attempted, and with marked success; indeed, I know no more suitable subject for this part of England, where the labourers are nearly all fond of gardening, and, as a rule, have good-sized gardens with their cottages.

"In the towns shorthand and book-keeping are the most popular subjects.

"I am glad to note that a good deal of outside help has been made available.

"Very few schools now confine themselves to the elementary subjects."

Mr. Tillard. "In the winter of 1892–3 the new Evening School Code gave a stimulus to evening schools in Norwich, and large numbers were enrolled, but I regret to say the enthusiasm was short-lived.

In the session of 1893–4 more moderate numbers joined the classes, but those who joined were more in earnest, and attendance was better maintained.

"The best attended schools have been those where the teachers have taken the greatest care in preparing their lessons beforehand and have furnished suitable illustrations, &c.

"In the country there is little or no increase."

Mr. Myers. "In the majority of strictly rural schools the work during the past session was mainly confined to the elementary subjects, although one or more English subjects were frequently taken in addition. A few of these schools also held classes in either shorthand, woodwork, mensuration, or needlework.

"A few town schools in which continuation work was carried on offered a more extensive curriculum, notably those held at Cambridge under the superintendence of Miss Hughes, the Principal of the Cambridge Training College. The greatest difficulties which nearly all continuation schools have to contend with are unpunctuality and irregularity, but it may be hoped that these will diminish when the schools have become better established.

"Social clubs well supplied with games and literature and consisting entirely of continuation school teachers and scholars, have become very general, and have proved a most successful adjunct."

Mr. Smith. "Night schools under the New Code promise well, though I am disappointed that as yet so few have been started. The lads and men are so keenly interested in their work that it is a pleasure to examine them. After the school is over they stay in some cases to play games or read the papers. Lectures, illustrated by magic lantern slides, are occasionally given. The new departure is very hopeful. Every parish should have its evening continuation school."

Mr. Hitchins. "About 30 continuation schools sprang up last winter, and were visited and reported on without examination of the scholars. Some of them were very successful, and in more than one instance during some conversation at the close of the lectures the men told me they were glad to attend the classes, and expressed themselves as grateful to their teachers for doing so much for them.

"If these night classes are to succeed the subjects chosen must suit the tastes and wants of those who can attend them; and the teachers must know those subjects thoroughly well and have a considerable amount of enthusiasm in the work, and a lively and interesting manner. Mechanical teaching is no good and fails to keep up a regular attendance. The men attending the classes are very sensitive and afraid of their own voices, and keenly alive to the danger of showing their ignorance, and they require very delicate management. I noticed the excellent bearing of several teachers towards their scholars, free and easy, yet serious, no standing on dignity, no tripping up blunderers, attention and encouragement given to any questions or remarks made, however inconvenient.

"The exemption from a regular examination by the Government inspector will, I think, help to make these classes a success in one way; it will do away with the fear the lads have of being called to account for their work and being stuck up to be made ridiculous in the sight of their neighbours."

"Two years ago there were in this district 956 scholars at 34 evening schools. In 1893–94, under the New Code, 45 evening schools were examined with 2,201 scholars on the books, the subjects taken besides the elementary subjects being singing, sewing, shorthand, cookery, the life and duties of the citizen, the chemistry of common things, drawing, history, agriculture, farm zoology, physiology, algebra, mensuration, French, domestic economy, drill, and book-keeping; and in one rural school (Westfield) there was a carpentering class. Mr. Wix.

"Of the stimulating effect of the New Code, both on the number of scholars and the variety of subjects, there can be no doubt; but many of those whose names were on the books came for a few evenings only, and owing to the operation of Article 13 (b) the grants even where thoroughly good work had been done were often very small.

"I am very glad that this Article has been altered, as in its original form it had a very discouraging effect, and would have led to the abandonment of many schools.

"The full effect of the Code cannot be measured by one year's work, but on the whole I was well satisfied with the result; the difficulty of administration in this the first year of a new system has not been in distinguishing between a good and a moderate school, which is often easy enough, but in so holding the balance between over severity and undue leniency that honest effort is fostered and mere grant earning discouraged."

There seems to be a general agreement that the past year has been one of progress. Mr. Smith, looking back over a quarter of a century, finds the progress still more marked. General progress.

I propose to sum up under this heading much of the detailed comments on the teaching of the various subjects, only giving extracts where there is something fresh to observe, and making a few remarks myself on some points in the teaching of reading which have come specially under my notice in the past year.

Under the head of reading it has seemed to me that we might somewhat more define what ought to be aimed at. Reading.

We have asked for expressive reading, and in many cases we get instead, not reading which shows at once that the reader understands and is alive to the meaning of what he reads, but a memory of the inflexions of the teacher's voice when he led the simultaneous chorus to the destruction of his own voice and the children's. Simultaneous reading is no doubt of considerable value when properly used, but it is so often used excessively and unskilfully that it is hard to remember its real value.

But with our demand for expression we have not laid enough stress either in the teachers or the children on properly articulate speech. It is not loudness. It is not obtained when the teacher says to the child, "Shout it out!" Much less is it shrillness, which is often the child's attempt at obedience to the last command.

But the great majority of teachers do not know how to use either breath or voice to the best advantage, and a very large number of them suffer from throat ailments and disease, and injure their voices seriously

because the strain comes on the wrong part. On the other hand, the proper use of the organs of breath and speech can be taught in a very short time, not to individuals only, but to a number together. And by a teacher who understands this children can also be trained to really clear and articulate utterance. This is a matter of importance not merely for the use a child may have in after life for reading aloud. But the value of the clear utterance that can be taught in reading is found in every position in life.

Years ago, in his book on the Theory and Practice of Teaching, Mr. Thring spoke of articulation as the first rule of teaching. "Rigid, "absolute, unfailing exacting of articulate speech, and the pronouncing "of the final syllable of each word firmly, distinctly, and unmistakeably." And strongly as he spoke it was not too strongly for the value of clear articulation in promoting accuracy and decision of thought as well as speech.

Mr. Oliver. Mr. Oliver notes improvement in most points of instruction.

Mr. Davies. Mr. Davies remarks on several of the old faults in reading. On spelling he says:—

"Spelling suffers from want of good grounding in the early years. . . . . Word-building is making some little headway, but many teachers seem never to have heard of it. In arithmetic, mechanical tricks are taught and allowed in written work to avoid mental effort."

Mr. Wilson. "As a rule, Standards V., VI., VII., read better from unseen books than I expected, but the 4th frequently shows lack of teaching. The younger children do not read so correctly as formerly, whilst lack of expression is still the rule. . . . .

"It is a very rare event for me to find an arithmetic *lesson* going on; the children are generally working from cards."

Mr. Swinburne. "Sample examination as at present worked has, I think, revealed deterioration in results. I hear better teaching, but faults of method, fingers, slate, &c. obstinately survive, and the answering in the elementary and class subjects is less general, less clearly articulated, less accurate, than it used to be. Perhaps a general idea of laxity, and a want of incentives in country schools, may account for this. . . . . But, on the whole, there are many more strong schools now. Long chains of them may be traced out through the length and breadth of East Suffolk with much fewer missing links than formerly. . . . .

"Taught with maps, history should secure a fair knowledge of geography, while it certainly teaches English better than grammar does, if grammar does at all. History adds to the vocabulary; while grammar would analyse their language before the poor little scholars have any language to analyse.

"They will never have 'votes' in grammar or science; but some day they will have to help to make history, and on their votes will depend the mightiest empire the sun ever shone on. Should the inflammable and explosive political matter they will have to handle be handled by ignorant hands? Surely they should know what is and has been. Mere reading books will not teach it.

"Grammar scientifically taught may have something to be said for it; but it is here a case of, first, noun-pickers, then adjective-pickers, and then stone-pickers; and one might as well contend that stone-picking taught geology as that such a smattering realised the high purposes which grammar under favourable conditions of age, staff, &c. is designed to effect. . . . .

"Geography is well taught, though there is still too much of the book—and that not the best book—and too little of the thing."

Mr. Henderson. "Two years is a limited time for forming any just conclusion as to whether progress has been made, especially when schools in slow-moving Arcadia have been working with new and changing conditions. Here one may note promises, here actual progress; there the old order seems to remain unchanged. Perhaps the most promising feature is that, though there may be little material change, there are indications of the dawning of higher ideals and more liberal conceptions of elementary education. One discouraging fact I cannot forbear to mention, and that is, that so many schools appear to profit so little by the increased liberality shown by the Department of late years. The real gainers are often the ratepayers or subscribers, the rates are lowered, the subscription list allowed to fall off, and then when call

is made for any additional expenditure it is looked upon as just as much of a hardship as in the old times, when the school was a much heavier burden upon the district. . . . .

"A very marked weakness in the reading in most schools is the tendency of the children to pull up dead before any word, that is at all unusual, however easy it may be. When one hears a reading lesson given, at all events by younger teachers, the cause of this is obvious. When a child comes to any word that he has not seen before and halts, the teacher's order is promptly given, 'spell it,' and no encouragement is given to him to try to tell it by sight.

"A little confidence and self-reliance are needed for fluent reading, and these are just the qualities that are not cultivated in the ordinary class lesson.

Spelling. "As to the difficulty of teaching this subject there can be little doubt, and the methods adopted for giving instruction in it have certainly been very often unscientific, and savouring rather of cram than education. A royal road to the acquisition of orthography has yet to be found, and I hope that the more general introduction of word-building on a scientific basis will be useful. That it will teach children to spell *per se*, and as a substitute for all other instruction, I do not believe. Our language is of a most composite and anomalous character, and contains innumerable words which cannot be introduced into any ordinary system of word-building. Let any educated man carry his memory back to the past, and ask himself how he learned to spell. He will find that, though his knowledge of language and philology may help him much, yet his spelling is for the most part mechanical, and is the result of a kind of unconscious effort of the memory and the eye.

"The introduction of more scientific teaching may prevent the sacrifice of a reading lesson to the cramming of spelling, and may prevent that waste of time, that always arises from want of method, but if pushed beyond the mark it will do more harm than good.

"I can imagine that children admirably trained in word-building in Standards II. and III. may break down hopelessly over a knotty piece of Anglo-Saxon when set for dictation in Standard IV. . . . .

"Method as codified common sense is essential to good teaching, but method, when worshipped for its own sake, is simply homage paid to a sort of false Idol of the Den. As an instance of this mistaken cult, I may mention an entry which I found in a log-book, which stated, that the teacher, finding that none of the children knew the value of a 'groat,' or the meaning of the word 'subtrahend,' had decided to make them all recommence their arithmetic from the beginning. . . . .

"English, though perhaps the most generally taught of class subjects, is, I am sorry to say, rather falling into disrepute, perhaps on account of its very merits as mental training, perhaps because it is certainly one of those studies that 'teach not their own use.'"

Mr. Claughton. "The hindrances to educational progress remain the same, viz., the scarcity of good teachers, irregular attendance, and epidemics, but I think the general depression of trade in this part of England is perhaps the greatest. In 1875, when I first came to Suffolk, agricultural depression was just beginning to be felt, and every year since the pinch has been more acute. The school burden presses so very unevenly when the rate or subscription is levied from a small area like a parish. Some moderate schools are of a much more 'paying' size than many good ones. There is no difference in this respect between parishes under school boards and those under voluntary committees, and the only remedy would appear to be to levy the school rate from a much larger area, such as the union or possibly the county.

"The difficulty of getting good school managers in every small parish is also apparent, especially in the case of school boards."

Mr. Tillard. "All recent changes in the Code have tended to give breadth to the instruction and freedom to the teacher; and under present conditions the work of the intelligent teacher (given reasonably fair circumstances) is, I believe, sure to meet its fitting recognition. In villages old customs live long and new ideas are slow to take root, so that it may yet be some time before rural teachers, *as a body*, realise their freedom and form a broader conception of education. Still in some remote village schools I have been very favourably impressed by the teacher's intelligent conception of his duty and by the way he has endeavoured to carry it out in practice.

"In all classes of schools to some extent, but in small village schools in particular, one of the most general faults is that children are kept too much at mechanical drudgery and get too little *oral teaching*. The value of accuracy is very great indeed, but it is by the oral work done with his class that the teacher arouses the intelligence of his scholars. And yet how many teachers miss their opportunity!

"I have thought that the *training colleges*, from which the ranks of the rural teachers are recruited, might assist the progress of country schools by providing more *special training* for work in small village schools. The ordinary practising school hardly meets the special difficulties of the small rural school, but it would probably be often possible to have a practising school of the small village type in connexion with some of the training colleges.

"I am glad to note a growing desire on the part of teachers to furnish their schools well and brighten them by means of pictures, &c. In most schools some attempt is made to form a collection of objects of interest. These collections are at present, no doubt, more for show than use, but in the future, owing to the introduction of object lessons for lower standards they will gradually be put to more use than they are at present. It is becoming more and more common to find drill of some kind even in rural schools.

"In large town schools occasionally time-tables are overcrowded with subjects. The result of this is that not only does the teacher's work degenerate into an irksome 'drive,' but that some subject suffers. Managers who give countenance to such overcrowding appear, while availing themselves of the 'larger freedom,' to forget that 'a lax and superficial style of teaching' is expressly discouraged by the Code.

"It would be most helpful to teachers, I am sure, if they could visit one another's schools more often than they do. New ideas would be picked up, and the working of other methods witnessed in the course of such visits, and, I believe, that the time thus spent would be productive of great good."

Mr. Smith. "Looking back over the 25 years during which I have served as one of Her Majesty's Inspectors, I am simply amazed at the improvement which has been effected, both in the equipment and in the efficiency of schools. A quarter of a century of work takes a large slice out of the best years of a man's life, but it is a short period in the annals of a nation. And when the history of the last quarter of the 19th century comes to be written, the vast changes, amounting to a revolution, in the condition of the elementary schools of the country will be recorded as one of the most interesting and important facts. My two districts, in Cheshire and in Norfolk, are both principally rural, and it is to country schools that I chiefly refer. Beyond the three elementary subjects, singing by ear, sewing, and religious knowledge, nothing was taught in the village school at the beginning of the period under review. Now, in addition to the above subjects, one, more frequently two, of the class subjects—grammar, geography, history, or elementary science—together with drawing and repetition of poetry form the curriculum of all schools, to which singing by note and a special subject are added in some of the more ambitious. And while so many fresh subjects have been added to the time-table of 25 years ago, the advance in the three R's, which were the staple of that time, has been most marked. In the infants' schools and classes, revolution is the only word which will convey to the mind the contrast between what I found 25 years ago and what obtains at the present moment. Instead of being huddled together on low forms in a corner of the principal or rather the only schoolroom, the infants have now almost everywhere a class-room of their own. This, it is true, is not always furnished as it should be. The gallery made by the country carpenter often consists of three or four steps, generally too high and too close together, and unfurnished with either back-rests or tables. But in an increasing number of schools this and other defects are being remedied, the bright and happy faces of the littles ones readily responding to the brighter surroundings and more rational teaching. If the improvement of the last quarter of a century be continued through the next, little will be left to be desired in elementary education."

Mr. Hitchins. "I think the instruction improves—slowly, perhaps. The greater freedom given to managers and teachers in recent codes, the stress that is laid on the cultivation of the intelligence, and the disappearance of the financial need of passing each child in the three elementary subjects, must tend to raise the quality of the teaching. The children seem now to be more interested in their school work, and to understand it better than they did formerly, and at the same time there is no diminution in the accuracy of work. Geography is more attractively taught, and interesting facts by the way are introduced. Arithmetic is much more explained, and much better understood than formerly. The freedom of classification, and the recognition, that there must always be some backward or dull children, whose failures in examination do not depreciate the good quality of the work of the larger part of the class, have lessened the worry and anxiety of the teachers, and have been a boon to the dull children and a gain to the regular and intelligent ones.

"One great obstacle to progress in country schools is the insufficiency of the teaching-staff. Good teaching requires more preparation and more contact with

the class than are at the disposal of a teacher who has four or five different standards to educate. Something must go to the wall, or be learnt by rule of thumb . . . . .

"Arithmetic improves; increased dexterity is shown in dealing with figures, and in solving problems; and the principles of arithmetic, though not always fully taught, are certainly not altogether neglected. The upper standards frequently give very satisfactory explanations of the steps in working a sum, and show they understand what they are doing. In the younger classes the instruction in arithmetic is not so satisfactory. These children are often not so intelligent in number as they were on leaving the infant school or class. They can do sums on slates if given out in the accustomed way, but they have given up thinking and do not understand what they are doing.

"The arithmetical teaching in Standard I. is not sufficiently continuous, and often has not any connexion with that given to these children in the previous year as infants; the latter was intelligent and oral, the former mechanical and written.

"Mental arithmetic has a good effect on the children, a little and often should be the teacher's motto, always to leave off while the interest is keen. The desire to excel is strong, and children exert themselves to answer quickly. These oral problems bring home 'the reason why' in working sums.

"Grammar is more generally taught than any other class subject, but lately it has been given up in several schools. This subject does not often interest the children, and sometimes is not well understood. It is begun too soon and progress in it is slow and it wearies the children.

"The requirements in the present Code encourage teachers to defer beginning grammar till the Third or Fourth Standard is reached, and to take instead in the younger classes very elementary science by means of object lessons. This will be more interesting to these younger children, and will be more in harmony with their previous infant training. Several schools have already begun to work on these lines."

"The elementary subjects are satisfactorily taught. The progress from year to year appears to be slow, but when one looks back over a long term of years it is seen to be substantial, and there is an increase of intelligence. Mr. Wix.

"Two points, however, should be noted:—

"(1.) Classification is somewhat lower than it used to be. I am only stating a fact and do not assume that it is necessarily a bad thing; in some schools there is a habit of degrading children shortly before the inspection, and it is not uncommon for a child who has failed in one subject to be presented a second time in the same standard *in all three subjects*.

"(2.) The principle of a large fixed grant is undoubtedly right, but it has an inevitable tendency to produce mediocrity, as some teachers will always be content with the moderate efficiency which secures the lower grant.

"The following table gives the results in class subjects for the past year:—

——	Good.	Fair.	Failure.	Increase compared with 1892.
English - - - -	131	97	28 = 256	13
Geography - - - -	140	83	28 = 251	54
History - - - -	29	17	5 = 51	19
Elementary Science - -	6	6	— = 12	4
Needlework - - -	80	18	2 = 100	16

"The increase in the number of schools taking these subjects and in the number of failures is due to the fact that all schools must take at least one class subject, while two years ago 84 departments took none.

"The teaching of these subjects continues to improve gradually in thoroughness and intelligence and by rote work is less frequently met with, though in English, which still heads the list, long, wordy, and often inaccurate definitions are sometimes committed to memory but very imperfectly understood."

The trained certificated teacher of the present time is no doubt in most cases a more highly educated person than the teacher of ten years or Teachers.

more ago. More is required from those who wish to enter a training college, and the attainments also of those who still obtain certificates without passing through a training college, are higher than they were. From many points of view this is a distinct gain. But at present the teacher brought up in a country school, trained and taught by a diligent but not brilliant head teacher, without any of the stimulus or advantage of picked teachers and central classes, finds it very hard to get a place in the scholarship list, which will give a chance of admission to a training college. A very useful class of teachers is thus being nowadays lost to the profession and year by year the difficulty of supplying the demand for the right kind of teacher in our country schools is becoming greater.

The teachers who are to supply the country schools satisfactorily must have been brought up in the country, must like the country better than the town, and not be always craving for a town school. The country teacher has done excellent work in the past, and is doing excellent work now, but is dying out gradually, and is being replaced by the failures of the towns. How the supply of country teachers is to be kept up I find it hard to suggest. We shall have to be content with a less extensive range of knowledge, but shall need quite as much technical skill, and force of character.

Mr. Davies. "I have to report a very serious dearth of teachers to take charge of small country schools. In some cases this is due to poor salaries offered; but in many, where the managers are prepared to pay a good salary, they complain that they get no answers to advertisements. Young teachers will not go out into the country away from the educational advantages and social life of the towns. I know of three or four schools where for some months they have failed to get a teacher, though prepared to pay reasonable salaries.

"There is also a great scarcity of assistants—masters especially. The difficulty of passing the Queen's Scholarship Examination at the end of their fourth year scared many mediocre pupil-teachers out of the profession without even a trial; the good ones go to training colleges. This is as it should be; but the residuum is insufficient for the demand. As a consequence, women assistants are being employed in boys' schools, and often with satisfactory results in the lower standards.

Pupil-teachers. "The recent circular as to the training of pupil-teachers will, I hope, force teachers and managers to do better by these young people. An improvement in their training was very necessary, few in my country district passing fairly in their examinations, hardly any passing well. I have more hope now that their status may be improved, by increased attention to their training in the art of teaching, and by putting within their reach some books other than 'cram' text-books. I wish school managers would do more to impart a tittle of their own higher culture to these our future masters and mistresses. Wherever this is done the result is always noticeable. The two pupil-teacher centres in Lincoln work very satisfactorily; I wish more could be started."

Mr. Wilson. "The Grimsby Board has adopted an enlightened policy with respect to their pupil-teachers. For some time they have had the system of central classes in the morning, before school. They have now engaged a master to devote all his time to the work, and have freed the young pupil-teachers from half of their teaching to attend his lessons. The Louth schools, with the exception of the Wesleyan, have formed an alliance for mutual help in this matter. Each quarter the teachers have conducted a joint examination of the pupil-teachers, and issued a list in order of merit. I have very few pupil-teachers in the country schools, and these suffer from the usual disadvantages of lack of competition and good training."

Mr. Swinburne. "With the pupil-teachers of this district, it is not a case of half teacher, half pupil (as the name implies), but much too much teacher, and much too little pupil, as I said before. The central system at Lowestoft has not yet eradicated the weakness in the subjects it embraces, but it is early days. The attainment marks of the pupil-teachers are often below those of the girls they teach. Good masters shrink from undertaking the training of apprentices, who, after much drudgery, will have to compete with highly-favoured town apprentices, and fail or almost fail in the Queen's Scholarship Examination. In view of the rise in the salaries of assistants, it would save managers to employ a double set of pupil-teachers and to raise their salary. Even then the cost would be less. 'No one in

the village will come, no one outside can come,' I am often told, and I am not surprised.

"As regards cost per scholar in average attendance, Suffolk is about the last of all the counties, Norfolk averaging some 4*s.* a head more. Yet there is little or no destitution in East Suffolk."

"The only centre for instruction of pupil-teachers is that of the Ipswich School Board, and the pupil teachers attend this for examination, revision, and occasional instruction, but can hardly be considered as taught at a central class. Mr. Henderson.

"I am afraid that the reason for the existence of pupil-teachers in country schools is, that they are comparatively inexpensive. I am indeed glad that the Department has taken steps to remind boards and managers, that they have certain obligations towards their apprentices, which are not fulfilled by 'leaving all that to the teacher.'

"I need hardly repeat the usual complaints, that the pupil-teachers do not, as a rule, show satisfactory proficiency in their examination, or give evidence of general reading and culture. In the majority of cases, considering the limited time at their disposal, and the calls made upon their energies by teaching in school, I should be greatly surprised if they did.

"At the risk of being considered behind the times, I cannot help asking, whether one of the real causes of the shortcomings is not that too much is expected and attempted?

"In considering what is to be the scope of education at the present day, the tendency is simply to ask the question, Is a knowledge of this or that subject desirable? As no one can gainsay the desirability, a conclusion is come to that it should forthwith be taught; whereas in all that relates to elementary education the real question is, given a necessarily limited time, how can it be best utilised?

"Pupil-teachers, or even uncertificated assistants, are rarely required to teach more than the ordinary elementary and class subjects. What is required is, that they should know these, and all that bears upon them, thoroughly; and a course of study narrow in scope, but wide in application, is the best training for this work. What time they have to spare, after mastering the routine work of these subjects, might well be devoted to such collateral reading as bears upon this, for instance, in geography, history, and English; more than this, they should not be required, encouraged, or allowed to attempt. The acquisition of further branches of knowledge would thus constitute their course of preparation for a certificate.

"If quantity and not quality is the aim of modern education, it is, at all events, very widely at variance with the traditions of university education."

"In *Norwich* the board classes are well organised and are doing very good work, which is beginning to show itself in the results of the Queen's Scholarship Examination. The *voluntary* school pupil-teachers of the city and near neighbourhood are taught partly at central classes and partly by their own teachers, but steps are being taken so that all the teaching may be done at central classes. In *Yarmouth* the pupil-teachers' central classes have been re-organised. The board and voluntary schools have wisely combined to carry on central classes under a special teacher, and I anticipate great benefits to the pupil-teachers from the improved arrangements. Mr. Tillard.

"In rural districts, as yet, little has been done to improve the condition of pupil-teachers. One prize scheme association, however, has been started by the efforts of the teachers of Diss and neighbourhood. I hope their energy may prove infectious. It is a very difficult matter to convince managers that they, with the teachers, are really responsible for the efficient instruction of pupil-teachers, and that they are bound to take proper steps for the supervision of the pupil-teachers' studies."

"Table of Results—Pupil-teachers. Mr. Wix. Pupil-teachers.

——	Good.	Fair.	Below Fair.
1891–92 - - - -	14	98	89
Per-centage - - - -	7	49	44
1893–94 - - - -	21	138	53
Per-centage - - - -	10	65	25

"Two years ago I felt it my duty to report somewhat severely on the attainments and instruction of the pupil-teachers in this district. Much, no doubt, remains to be done, but I am glad to say that the above figures show a decided improvement. The new Circular (343), if fully carried out, will prove very useful, but as, unfortunately, it was not printed in the instructions, it is as yet imperfectly known. The points that need most attention are history, map-drawing, school management, questions that deal with the principles of arithmetic, and the supervision of the pupil-teachers' practical work in school, which would be both more feasible and more effective if there were a definite stated time for criticisms and model lessons. Managers are still backward in carrying out Art. 34 of the Code; I need not repeat what I said two years ago, but it is certain that if country pupil-teachers were well trained and felt that a pass in the Scholarship examination were tolerably certain,—

(1) the candidates would not only be more numerous but of better quality and standing; and

(2) the two disadvantages which press most heavily on rural schools, viz., dearth of qualified assistants and frequent changes of head teacher, would be to some extent corrected: for more would be successful in the Scholarship Examination, and a supply would be maintained of teachers who are used to country habits and country life, conversant with the ways of country children, and therefore more content to remain at rural schools.

"There is still only one town in this district (Luton) in which the central system of pupil-teacher instruction is carried out; no doubt the centre system has its drawbacks, and I think the theory of teaching should, as a rule, be entrusted to the teacher who has to superintend the pupil-teacher's practical work in school, otherwise there may be apparent discrepancies between theory and practice which a pupil-teacher would find it hard to reconcile. But I have just revised the papers worked by Luton pupil-teachers in April 1894, and the decided improvement in their work shows how useful it is that each subject should be taught by a teacher who has made it a special study."

Rural schools.

"I think that rural schools, at any rate the smaller ones, are hardly as good as they used to be, chiefly owing to the difficulty which managers find in obtaining and retaining suitable teachers. In some cases, no doubt, this is the result of ill-judged parsimony, but even in schools where the management is liberal and sympathetic, the same difficulty is experienced, and other causes are, no doubt, at work.

"(1.) It is no reproach to teachers that they are not all superior to the tendencies of a restless and advertising age, which is not content with what is miscalled a humble sphere and which hardly recognises 'the little *nameless, unremembered* acts of kindness and of love' as the 'best portion of a good man's life.'

"(2.) The isolation of a young schoolmistress's life in the country is often very depressing, and it is in the power of managers to remove this feeling to a great extent.

"(3.) There seems to be a growing distaste for country life in all classes of society and the supply of country pupil-teachers, and therefore of head teachers who are used to country ways and rural children is smaller than it used to be.

"(4.) The difficulty of *organisation* in a school where the teacher has at most the help of a monitor is very great, especially now that the number of compulsory subjects has been considerably increased. Many a young mistress comes from a training college to a country school full of enthusiasm and admirably equipped in many ways, but fails just because, unless she has been a country pupil-teacher, she has never seen such a school before, and her failure deters others from undertaking a similar charge. It would be of immense benefit if students were not only required to attend the practising schools attached to their college but also had the opportunity of visiting some of the best rural schools in the neighbourhood and seeing for themselves how the problem of keeping several classes at work under due supervision and yet without waste of time may be solved.

"(5.) Certain highly coloured and sensational pictures of the difficulties and trials of a country schoolmistress's life have, to my certain knowledge, had a deterring effect. Grimy buildings, insufficient apparatus, ignorant or tyrannical managers, unsympathetic Inspectors may no doubt be found, but the young teacher does not know that they are not the inevitable or even the usual accompaniments of rural school keeping, and it is misleading, to say the least, to combine all the worst features of bad schools and present them as a true picture of the average school."

Discipline. Organization. Attention.

The organisation of the small country school worked by a single teacher with the help of a monitor only, is a difficult, but not insoluble

problem. Excellent work is sometimes shown in such schools. But in a great many cases the difficulties are too great for the skill and diligence of the teacher. I say diligence as well as skill because the key to much of the difficulty was given in the answer of a successful country teacher of a small school before the Education Commission, who said, "I found it "rather difficult until I arranged all my work out of school time, so as "not to waste any time in school, and then I used to get there early in "the morning and prepare all that I possibly could for the children so "that they might waste no time." The suggestion that the training colleges might prepare their students for such schools more than they do is, I think, worthy of attention. The instructions to inspectors in the subject of discipline have been greatly cleared and strengthened by the including in the points to be noticed under this head—the degree of interest the children show in their work. The habit of attention is essentially a part of the discipline of a school, and one of its plainest marks, "Attention is a lesson to be learned, and quite as much a "matter of training as any other lesson."

Mr. Davies. "I am still often in great difficulty in deciding between 1*s.* 6*d.* and 1*s.* for organisation and discipline. If I had to begin again I should give all schools 1*s.* and raise them to a higher scale by degrees as they showed themselves worthy, but it is more difficult to cut down. I have no complaint to make of the behaviour of the children generally, but there is very little evidence of *studied methods* for improving tone, interest, and self-reliance."

Mr. Henderson. "I am glad that intelligent interest in the work is one of the points, to which we are supposed to give consideration in forming an estimate of the discipline. Intelligent answering is not always obtainable, but in any school, where the discipline is really good, the children ought to show a desire to do their best to answer questions, and to evince sufficient interest in their work, to render it easy for an examiner to test their knowledge. Where the children, when left to do their paper work, require constant supervision to make them apply themselves heartily to it, or where, when being orally questioned, they can only be induced to attend, and answer, by constant effort, there is something essential wanting in the conduct of the school. Where the discipline is purely negative in character, and simply implies an absence of disorder or dishonesty, I admit that I am very ready to detect and notice other faults. Where it has positive merits I am always disposed to overlook minor shortcomings."

Mr. Claughton. "In assessing the grant, these, *i.e.*, discipline, organisation, and classification, three important particulars come under one head, and though it is impossible to give a satisfactory summary mark for all three, there is no doubt that a well organised and well-classified school is more likely to be well disciplined than one where the organisation is faulty.

"I do not find very much use made by teachers of the power to promote or put back in a single subject, and the usual reason assigned is 'that the time table must 'be drawn up for the general good,' *i.e.*, there must not be too many noisy lessons going on at the same time, the teacher must be able to keep an eye on the work of several classes, &c. It is obvious that unless the whole school is doing arithmetic at the same time a child promoted in that subject might miss a good many reading or writing lessons with his own class.

"The haphazard size of class-rooms is a great bar to the proper organisation of many a school.

"Discipline is not satisfactory in some of the large parishes bordering on the Fens. In most places I have no occasion to complain of the behaviour of children in school."

Mr. Tillard. "The small country school, of course, presents special difficulties. Some teachers however, add to the burden of their difficulties by not making full use of their power of *grouping*. Thus in many schools a good deal of time is cut to waste and hard work thrown away, with the result that every class gets less *oral* instruction than it should. In small schools, too, the staff is generally too weak, very few schools are so small as to be able to do without a second teacher of some kind, but it is often difficult to get managers to see the necessity, which the increased number of infants (since the Free Education Act) has rendered more than ever pressing.

"In large blocks of departments there often seems to be too slight a connexion between the various departments. By means of conferences, &c., of teachers continuity of method might be maintained to a greater extent, and the best classification ensured. In one or two instances I have not been satisfied that the *interest*

of the children only has been regarded in the classification of scholars, but, as a rule, liberty of classification is used, I think, with moderation.

"Without claiming that discipline is always satisfactory I must testify to the high ideal of their duties to their scholars which a very large proportion of teachers set before themselves and the conscientious manner in which they put their principles into practice."

Mr. Hitchins. "These Essex children are generally orderly and well-behaved, and instances of copying or cheating at the examination are not often observed. They are also neat and tidy in their dress, and on the inspection day when at their best they make a very pleasant show of well-governed children, being well washed, well shod, and the girls in spotlessly clean raiment. They want drilling and waking up, and with more alertness and a better carriage they would compare very favourably with children from other parts. The lower grant for discipline and organisation has been recommended in many cases from one or two causes. 1st, In consequence of the want of neatness and tidiness in the school premises, it is impossible for the children to be taught, and they are not taught, habits of cleanliness and neatness, but are losing such as they have learnt elsewhere. 2nd. Indifference and inattention in class, the result of bad organisation and mechanical teaching."

Mr. Wix. "Much good is done in the moral training of the children, training which can be given in every lesson and enforced in the most trivial and ordinary details of school work. Some of the defects which most frequently excite comment are due to the surroundings of the children, the age at which they leave school, and the conditions under which teachers work, but there are a few points in which improvement might reasonably be expected.

"(1.) In many schools which are otherwise good the movements of the children might be more quiet, and the general conduct of the school more orderly and methodical. Small details of order, such as Mr. Swinburne so well described two years ago, may appear trivial, but they are like the oil to the machine.

"(2.) The untidy, ill-kept appearance of some schools has an inevitable effect on the discipline (and, I may add, on the discipline grant). A school, especially in a village, should be—and I am glad to say often is—a model of neatness and orderly arrangement to the whole village community.

"(3.) Good manners do not always receive the attention they deserve. It is possible, as I know from happy experience, to make rough country lads considerate in their behaviour to girls and little ones, and courteous to all with whom they come in contact, but this is far from an invariable experience. I do not ignore difficulties nor expect impossibilities, but when day by day and hour by hour little ordinary courtesies are inculcated and enforced by daily and hourly example, the effect is shown outside the school, as a walk through many a country village will show.

"(4.) Training is sometimes repression rather than formation; order is regarded as identical with discipline. Moral as well as physical nature abhors a vacuum, and it is impossible to eradicate bad habits unless they are replaced by good ones. The love of motion which all healthy young children possess is the secret of all progress, and when rightly indulged by frequent change and movement by smart and rhythmical drill and due variety of occupation, is the teacher's best ally. There is no more charming sight than the intent eagerness and happy co-operation of children when handled aright; none more depressing than a row of children content to sit in apathetic indolence, or indulging their love of motion in all the countless forms of disorder in which expelled nature will surely come back and have its revenge.

"(5.) This is not the place to discuss whether religion is or is not the basis of all real and permanent moral training; but where religious instruction is included in the time-table it is at least permissible to object to its being omitted or curtailed, as is sometimes done, and not in board schools only, before the Government inspection. This is not only a serious infraction of the time-table, but a grave breach of faith with the parent who wishes his children to receive such instruction; and where religious teaching, introduced presumably on the ground of its supreme necessity, is treated with a neglect not accorded to any other "subject" of instruction, it cannot form character or influence conduct, and had better be omitted altogether."

Infa schools. While there is a general satisfaction with the progress made in infant schools, few of my colleagues are yet satisfied with the infant class, whether under a monitor or a woman over 18 years of age approved

under Article 68 of the Code. A great many teachers, not intending to take charge of an infant school, have never properly learnt themselves the principles of infant teaching, and naturally find themselves unable to train a young teacher in the art. There are some infant schools where teachers under Article 68 do as good work in their limited sphere with the same class of young children as many a trained teacher. Very possibly these same teachers, if moved to another school and given a different class to be taught on a different plan, might fail altogether to deserve recognition. To such a great extent does the young teacher and her value depend on the head mistress of the school in which she works.

"The infant schools are doing fairly satisfactory work. I had already adopted the plan of watching a day's work according to the time-table before the Code of 1894 appeared, and welcomed the plan of 'visits without notice.'" Mr. Davies.

"Whatever be the curriculum according to which infants are to be taught, the most important factor is the personality of the teacher, and before this the methods of the scientists and the theories of the educationalists are dust and shadow. One of the brightest and quickest infant classes, I have lately examined, was taught on methods which would make the hair of a modern educationalist stand on end. Young children are 'kittle cattle,' and often do not take their liveliest interest in what older and wiser people think they ought. Mr. Henderson.

"It is rather surprising to notice the pleasure infants take in work that is purely matter of memory, even in such dry fodder as spelling and tables. As they grow older learning by heart becomes more of an effort and a labour; and though the exercise of the memory may not be an ideal training for infants, it is capable, if rightly employed, of minimising much subsequent toil. One of the objects to be kept in view by the framers of an educational system is, to obtain the greatest result from the few years of an ordinary child's school life, by utilising and employing them in the most judicious manner, and a young child's gift of memory is one which should not be wasted."

"A distinction must be drawn between infant schools and infant classes. Mr. Tillard.

"With the state and progress of the infants' schools, on the whole, I am well satisfied. There seems to be a growing desire amongst infant teachers to understand and sympathise with the natures of young children. I am much impressed by the kindly manner of teachers towards children in school, and the interest they take in the games in playground or schoolroom.

"The *object* lesson is the least satisfactory feature as a rule, and is too often only an attempt to pack a number of definite facts into the children's memory. But there are some few schools where the aim of the object lesson is quite understood and the lesson is given in the right spirit.

"In the average infant class the nature of the infant mind is not so carefully studied. Lessons are apt to be too long and insufficiently varied. Nor is this surprising when it is considered how little special training in the methods of infant teaching the average country teacher obtains. The kindergarten teaching (so-called) in small classes of infants for the same reason fails frequently to arouse any interest."

"In some few instances, managers have agreed to send their infant teachers, presented for approval under Art. 68, to a good infant school for a few weeks to see something of the work, with good results. Though little can be said in praise of these infant classes, they do nevertheless improve, and the children are treated with kindness and gentleness." Mr. Hitchins.

"I must again express my satisfaction with the work of the infants' schools in this district, and many of the infants' classes deserve praise; but in the smaller rural schools where the infants have no teacher of their own or only an inefficient monitor they are very backward because very neglected. That a young child should know little is sometimes of little moment, but no child can be safely left to its own devices, and if he is not learning good habits he must be learning bad ones. Many of the smaller infants' classes in Huntingdonshire are very bad and require the very serious consideration of managers and teachers who too frequently adopt a low standard, and seem to acquiesce in unsatisfactory results as if they were inevitable." Mr. Wix.

Specific subjects are not an important feature in the education of the eastern counties, and there is nothing of fresh interest to report in respect to them. Singing by note continues to make steady but not

rapid progress. Cookery is still mentioned in the report from almost every district, but the teaching of cookery does not seem to be extending as much as could be wished. Drill and physical exercises appear to be more generally valued, and are, in some instances, exceedingly good. I have myself seen drill in the Eastern Division which in smartness of execution would equal, and in variety, grace, and physical benefit would, I believe, surpass the best to be seen in London. Manual instruction for the elder boys is gradually but slowly making progress. I wish I could report a more rapid extension of such a valuable branch of education. Mr. Davies reports the satisfactory arrangements at Lincoln.

Mr. Davies. "The School of Carpentry established in connexion with the Continuation Day School at Lincoln is providing admirable instruction in woodwork to the boys of that school and four or five other elementary schools in the city of Lincoln, under a teacher whose whole heart is in his teaching work. A class for schoolmasters on Saturdays is also well attended."

Mr. Tillard. "During the years 1893–94 380 boys from elementary schools in Norwich have passed through a course of manual training (woodwork) at *the City of Norwich Technical School*. At the same institution manual training classes have been held (for elementary school teachers) at which *30* teachers from the county of Norfolk and *10* from the city of Norwich have attended.

"Classes in advanced kindergarten for teachers have been held, and I understand that they have been very well attended.

"The manual instruction at Carrow School is still being carried on with very satisfactory results."

Mr. Wix. "Classes for carpentering are attended by the boys at Leighton Buzzard Board School and at some of the St. Alban's schools; the schemes are well arranged and graduated, and, as far as I can judge, the instruction is sound and practical."

Mr. Swinburne reports the continued prosperity of a scheme, which has for many years held an important place in his district.

Mr. Swinburne. "The sewing scheme and library flourish to an extent which exceeds my most sanguine anticipations—a singing trophy marking this year's gathering—as well as the election of a committee of managers and teachers for an annual exhibition of school appliances, &c., &c."

I have the honour to be, &c.

FRANCIS SYNGE.

To the Right Honourable
The Lords of the Committee of Council on Education.

General Report, *for the Year* 1894, *by* W. P. Turnbull, Esq., *one of Her Majesty's Chief Inspectors of Schools, on the* Schools *in the* North-Eastern Division *of* England, *comprising the Counties of* Northumberland, Durham *and* York.

My Lords,

I have the honour to submit to you a general report on the North-Eastern Division, to which Division I was appointed in 1894, commencing residence only in September of that year.

Her Majesty's Inspectors in the Division are distributed thus :—

Name of Her Majesty's Inspectors.	District.
Mr. D. P. Pennethorne	Most of Northumberland.
Mr. J. Foster	Part of Durham (Sunderland, South Shields, Gateshead), and a little of Northumberland and Cumberland.
Mr. W. Northrop	Part of Durham (Auckland &c).
Mr. R. P. A. Swettenham	Part of Durham and part of Yorkshire (Middlesborough &c).
Mr. C. G. Colson	Part of Yorkshire (York, Scarborough &c).
Mr. R. S. Stevelly	Part of Yorkshire (Hull &c).
Mr. T. G. Rooper	Part of Yorkshire (Bradford, Keighley &c).
Mr. A. G. Legard	Part of Yorkshire (Leeds &c).
Mr. F. B. Lott	Part of Yorkshire (Dewsbury, Wakefield &c).
Mr. S. R. Wilson	Part of Yorkshire (Halifax, Huddersfield &c).
Mr. W. P. Turnbull	Part of Yorkshire (Sheffield, Barnsley &c), and a little of Derbyshire and Nottinghamshire.

Evening Continuation Schools.

The first Code for Evening Continuation Schools appeared in 1893.

Mr. Pennethorne says :—

"The Evening Continuation Classes have greatly increased in Northumberland. There used to be about 20, chiefly in the towns. There are now about 100, chiefly in the country. The Evening School Code has something to do with this, but still more the grants from the County Council. No grant is given unless the school is put under Government inspection." Mr. Pennethorne.

Mr. Foster mentions as the opinion of his assistant Mr. Thorpe :— Mr. Foster.

"... the abolition of direct examination has encouraged those to come who felt themselves in need of instruction and yet feared public exposure of their shortcomings."

Mr. Northrop says :— Mr. Northrop.

"The Evening School movement was much strengthened at the beginning of the winter of 1893 by the Bishop of the diocese, who advised the managers of the Church of England schools to take advantage of the new Evening

Continuation School Code so as to give some opportunity of study and improvement to the young people of the numerous villages which are without educational resources except perhaps the newsroom.

"The most popular and successfully taught subject where it was tried was Singing by note. It would probably be the most general, as it attracts both sexes, were it not that the girls and women who will attend this class cannot often be induced to attend another, and so the school gets no grant on their account. . . .

"The experiment of evening schools may be said to have succeeded here, and would be much more successful if the children did not leave the day schools so early that they are not sufficiently advanced in elementary subjects of instruction to enable them to profit by the instruction in higher subjects.

"Another drawback is felt in small and even fairly sized evening schools—the attainments of the young people vary so much that collective or class teaching in many subjects is next to impossible.

"As soon as managers and teachers become aware of their power to admit into the evening school those scholars who have been presented in Standard V in the day school, but who have not yet left, we may expect to see an increase in the number of evening scholars, and the evening schools will then be one step nearer to realising their aim as continuation schools."

Mr. Swettenham.

Mr. Swettenham :—

Education made easy.

"No doubt some evening schools do good, but according to the opinion of the teachers themselves many of them do little more than keep the boys out of the streets. Sometimes, when I have asked a teacher why he did not explain what he was doing more fully, and try to make the class understand the subject in an intelligent way, he has told me that if he did so he would drive his class away, that his pupils liked to be fed with knowledge as children are with spoonfuls of food, and refused utterly to eat it if any trouble was involved in the process."

Mr. Colson.

Mr. Colson :—

"But little advantage has so far been taken . . . . of the admirable and liberal regulations for aiding evening continuation schools."

Mr. Colson mentions the case of Gunnerside :—

Gunnerside.

" . . . . a small hamlet of 300 souls in Swaledale, as remote almost as it is possible for a place to be, where the night school started by an energetic teacher flourished exceedingly and earned more grant than it could receive under the 17*s.* 6*d.* limit."

Mr. Stevelly.

Mr. Stevelly says that at one of the Hull Board's evening schools

" . . . . a class of fourteen middle-aged men began with the alphabet and at the end of the session had made fair progress in reading, writing, and cyphering."

Mr. Rooper.

Mr. Rooper :—

Bradford district.

"The effect of the new regulations for the management of Evening Continuation Schools has been to increase their number and improve their efficiency in a remarkable manner.

"The number of students present on the occasions of our visits of inspection, 1893–1894, was in round numbers 10,000. . . . .

"There were 150 departments under separate head teachers. In nearly half of these a small fee was charged, which was, however, in many cases returnable if the student attended with regularity to the end of the session.

" . . . . some teachers were so successful in maintaining the interest of the students that they had as large a number at the closing of the session as they had at the opening.

"There were 570 classes in different subjects in the 150 departments. The following table shows the subjects selected for instruction and the number of classes in each subject:— Classes and subjects.

Name of Subject.	Number of Classes.
Algebra	11
Arithmetic	73
Book-keeping	21
Chemistry	4
Citizenship	5
Cookery	8
Domestic Economy	48
Euclid	1
Electricity and Magnetism	4
French	8
Geography	34
Grammar (English)	8
German	1
General Information	8
History (English)	29
Latin	1
Mensuration	21
Music	22
Natural History	7
Needlework	65
Physiography	6
Physiology	21
Reading, Writing and Composition	110
Science (elementary notions)	27
Shorthand	22
Sloyd and other Manual Training	5
Total	570

"From this table of the classes held in various subjects it appears that of all the work which forms a part of the usual course of studies in the day school that which is best described as 'parsing and analysis' is least often continued in the evening school. The most numerous classes are those in arithmetic, English composition, geography, history and science in various branches. Classes in needlework and domestic economy are popular in the departments for girls and women. There is also a considerable demand for instruction in shorthand and book-keeping.

"Looking to the quality of the instruction given the first point that arrests the attention of the inspector is the interest which many teachers take in preparing their lessons. It is no uncommon thing to find that the teacher has written on the black board an interesting sketch of the subject matter before the arrival of his class, and it is manifest that some hours have been given to the preparation. Preparatory study of this kind commands the interest of the students and secures their respect. Moreover, in considering the remuneration which the teacher in the evening school receives, it should be borne in mind that the time which he spends with his class and which appears as a fixed quantity on the time-table by no means represents the whole amount of time which he has devoted to the evening's work. It is evident in many cases that the teacher spends far more time in preparing than in giving the lesson. I lay stress upon this point because I sometimes hear it argued by members of managing boards that the pay per hour of teachers in evening schools is too high. Before making such a criticism it should be ascertained whether account has been taken of hours spent by the teacher in preparation. . . . Quality of instruction.

"A large number of students keep note-books. It is clear to me that the work of the evening continuation schools would be greatly furthered if the Note-taking.

children in the upper classes of the day schools were practised in taking notes of oral instruction in a note-book while the lesson was proceeding. Many students in evening schools are unable to take useful notes in writing, and for want of them information is forgotten. . . .

Science and manual training.

"The attention which is now being paid to science and manual training in the day schools will soon react upon the evening schools, and the energy and ability of the teachers in the latter will be productive of more satisfactory results than are apparent in many well-managed classes at present.

Help from county councils

"There are other influences at work which are materially promoting the improvement of the instruction in evening schools. I allude especially to the action of the County Councils and the Yorkshire College. By aid of the former, which supply funds, and the latter, which supplies lecturers, brief courses in science and other subjects are being held in convenient centres and attended by teachers who desire to acquire plain but exact information and the best method of demonstrating it to classes and individuals. Among the most useful and interesting of these are the summer courses for teachers which are held at some suitable and agreeable meeting-place, such as Scarborough or Ilkley. Teachers from all parts meet together and, in addition to pursuing some special branch of study, find opportunities of discussing various disputed questions relating to education and instruction.

"The effect of all this upon the evening schools is becoming very apparent. . . .

"Besides these lecturers from the Yorkshire College, instructors in cookery, needlework, laundry work and dressmaking have been provided through the admirable training school of the Yorkshire Ladies' Council of Education at Leeds, and have materially promoted the success of classes for girls and women.

and mechanics' institutes.

"I observe with much interest that all this educational activity in connexion with evening schools has produced a marked effect upon some of the Mechanics' Institutes, which, though founded for the spread of science, were until recently in some cases doing little educational work. Money from the County Councils has aided in the provision of laboratories and helped to defray the cost of instruction in various subjects. Grants have been earned from South Kensington and the Education Department. The membership of the institutes has rapidly increased, and pains have been taken to adapt the instruction to local needs. In not a few cases courses of lectures have been arranged at these institutes in connexion with the University Extension movement. Those who founded these institutes could hardly have foreseen how important a link they would one day form in the national system of education, connecting as they do the elementary schools with university learning. The co-operation of the committees of these institutes with the County Council, the Education Department, South Kensington, the City of London Guilds, the Victoria University and the older universities, besides managers of voluntary schools and school boards, is continually increasing, and the results of it are highly conducive to the spread of learning."

Mr. Legard.

Mr. Legard :—

Evening schools in the country.

"It is in the country villages more than in the towns that the effects of the new Evening School Code are most apparent. In places where evening classes would never have been opened under the old conditions some very encouraging work is now being done. This work is beneficial to teachers and pupils alike. It brings the country schoolmaster into touch with an older section of the population to which he has an opportunity of giving more advanced instruction than he can give in the day school, and it gives the young men of the village who have plenty of leisure time an opportunity of spending two or three evenings in the week with profit and advantage."

Mr. Lott.

Mr. Lott sends some remarks of Mr. Pember, sub-inspector, who says :—

Registration.

"Registration is, in most cases, too burdensome, and takes up too much time. In some schools an inspector is likely to find 15 registers if five subjects are taught to three classes.

"When three subjects are taught in one evening, 20 minutes are generally taken up in calling the roll and marking attendances. . . . .

"If five scholars are present at the time for closing registers, and the teacher is expecting 20, then there is an almost overpowering temptation to break the rule and defer the closing of the register."

Mr. Wilson :— Mr. Wilson.

"I have again to speak highly of the spirited and successful manner in which the Halifax Recreative Continuation Schools are conducted. No efforts are spared which will attract scholars or make the schools of more use to the town, and it is now possible for a boy— Halifax.

"1. To have choice of a large number of subjects.

"2. To have all his fees returned, together with a handsome bronze medal, if he attends well.

"3. To receive a ticket which will admit him to a gymnasium on payment of 1*d.* per month.

"4. If poor and in ill health to be sent to a sea-side camp at Filey for a week in May, on payment of not more than 4*s.*"

Some waste of the public money and of time might be prevented if the evening school would, in all cases of substituting a concert or other holiday for the regular meeting, give ample notice to the Inspector. Otherwise an officer of the Department may undertake a long, fatiguing, and expensive journey to no purpose. I fear that not all managers have understood this. For any useless journey caused by the school's fault, the school might justly be fined. Useless journeys.

Mr. Colson, with reference to visits without notice in general, says :— Visits without notice.

"On several occasions I have found schools closed through epidemic sickness or for holidays, which latter in this part of the country occur at very various times of the year, and thus time has been wasted and useless expense incurred. In order to avoid such accidents may I be allowed to suggest that it would be well if managers were instructed to inform the Inspector of the district of the closure of their schools whether for holidays or for any other cause ?"

School Supply.

Mr. Pennethorne finds that free education has aroused parents to a sense of their opportunity :— Mr. Pennethorne.

". . . . demands have been made for schools in the Cheviots—in out-of-the-way localities among the hills where no more than 10 children could be gathered into a school. There are a few such schools existing in Northumberland, such as Windyhaugh (eight on the books), but it is impossible to call upon ratepayers to supply new schools for so few children. The expense of keeping up, after building the school, would be considerable. Nevertheless some farmers have clubbed together and started one school in the Cheviots above Kirknewton, the master living first with one farmer and then with another." The Cheviots.

Mr. Pennethorne also says :—

"The Newcastle School Board is endeavouring to overtake the demand for school places . . . . When the Ouseburn Board School was opened in January 1894—for little short of 1,000 children—the school filled in one day, an unexpected result for which the staff was quite inadequate. Newcastle.

Mr. Northrop :— Mr. Northop.

"More and better provision is still required for the youngest children, the 'babies,' as the teachers call them, between three and five years of age. In Need of better provision for

very young children.

many schools these babies are sufficiently numerous to form a considerable class, yet they have no class-room for themselves, but are kept to a large extent inactive in the main infants' room, deprived of the necessary physical movements and exercises, which cannot be practised without disturbing the older infants."

Mr. Swettenham.

Mr. Swettenham :—

Advantage of empty places.

"I am quite sure that there should always be empty places in some of the schools of a town; if all the schools are full some teachers are tempted to weed out those who do not seem likely to do them credit, and the school attendance officers have not the same incentive to hunt out the waifs and strays and get them into school, that they have when they see empty places in the schools which might with a little exertion be filled. There is another matter, in looking at the school accommodation of a town, which the so-called economical members of school boards are apt to forget; it is that, now that the class-room system is almost universal as opposed to open one-roomed schools, it is impossible to make your classes exactly fit your class-rooms, and therefore the same school when cut up into class-rooms will not accommodate as many children as formerly. The new regulations of my Lords on this subject have done, and will do, an immense amount of good."

Mr. Colson.

Mr. Colson says, with regard to York :—

York and Scarborough.

". . . . . the question of a higher grade school will still remain to be settled by an energetic and progressive board."

And, with regard to Scarborough :—

"Here too, while ordinary elementary education will be well provided for, the great want will be a school affording some education beyond that obtained in schools which are not adapted for anything more than the point reached in the 7th Standard of the Code."

Mr. Stevelly.

Mr. Stevelly informs me that Hull has opened a second higher grade board school. Mr. Stevelly also says :—

Hull district.

"The crowded state of the lower classes in infant schools, which began when the schools were freed, continues unabated."

Mr. Rooper.

Mr. Rooper :—

Bradford.

"It is noteworthy that the Bradford School Board rate is much lower than that in neighbouring towns, $10\frac{1}{16}d.$ in the £. . . . . It is interesting to observe that since the formation of the first Bradford School Board no Roman Catholic school has been closed, and that additional places have been provided for 5,405 children. In regard to Church of England schools during the same period, while accommodation for 2,153 scholars has been withdrawn owing to the closing of certain schools, yet during the same period additional accommodation has been provided in such schools for 4,004 scholars. The last census of Bradford in 1891 showed that the population had been over-estimated by nearly 30,000, and that the birth-rate had continuously decreased during the previous decade from 31·59 per 1,000 to 28·64, a fall of nearly 3 per cent."

Mr. Legard.

Mr. Legard :—

Extension of buildings by Leeds School Board.

". . . . . in the city of Leeds, which is increasing at the rate of about 8,000 a year, building operations are being vigorously pressed forward by the school board."

Mr. Wilson.

Mr. Wilson :—

Huddersfield.

"A higher grade school was completed this summer by the Huddersfield Board."

Mr. Pennethorne.

Mr. Pennethorne says :—

Improvements in accommodation.

"With regard to the general improvement of voluntary schools in accordance with the Circular of January 1895, the managers have generally been

anxious to do the best they can, although the cost has been considerable. . . . . the Northumberland Diocesan Society has been ready to give grants in aid of such improvements . . . ." Northumberland Diocesan Society.

Mr. Foster :— Mr. Foster.

"There is great difficulty in dealing with many of the older schools, where decent playgrounds and adequate cloakrooms are utterly impossible for want of space."

Mr. Northrop :— Mr. Northrop.

"My predecessor, Her Majesty's Inspector Mr. Bernays, had cared so actively and assiduously for efficiency as regards the condition of the school buildings, their lighting, heating, ventilation and sanitary arrangements that the task of conducting the inquiry was made comparatively light."

Mr. Swettenham :— Mr. Swettenham. Light.

"Looked at from the point of view of the good of the children, the Department's Circular *re* buildings was not issued a moment too soon, and it is very unfortunate that comparatively recent schools were built with so little regard to the amount and incidence of the light."

Mr. Colson says of the 11 smaller towns of his district (York and Scarborough being the larger towns) :— Mr. Colson. Small towns.

"In all but one of these the accommodation is not in any way good, nor is the state of elementary education really satisfactory. In Malton one building, after many years of warning, has been finally condemned, and a new school will have to be provided by voluntary agency or a board must be formed. In Pickering the accommodation is better than it was, but it is still poor. In Selby the voluntary managers are making great efforts, but much remains to be done. In Pocklington nothing has been done worth mentioning, but some languid interest is taken in staving off a board, the probable rate being the only point of interest or consideration.

"At Market Weighton the managers have made considerable efforts to improve the two schools which supply between them the requisite number of places; but the utter want of interest shown by the general public has been so great that in spite of their honest endeavours accommodation is still poor, and education, for want of necessary funds, to some extent starved. At Northallerton, thanks to the energy of the late vicar, the buildings of the National School have been enlarged and improved, but owing to original faults of construction things cannot be made really satisfactory. In Thirsk improvements in addition to those made in recent years are still needed. This is especially the case with regard to the infants' accommodation, which is far from satisfactory. At Richmond new and much needed buildings are in course of erection, thanks to the energy of Archdeacon Danks.

"At Bedale the accommodation is in many ways unsatisfactory, and I fancy hardly sufficient, but I understand that some improvement will be effected before long. At Wetherby the main school accommodation was provided by the Church of England School, which was housed in part of the Market Hall with no playground or even yard, no proper offices and most unsuitable rooms. This wretched state of things will, I am glad to say, be at an end before long.

"Tadcaster is the only one of this long list of small but ancient market towns in which a school board has been set up. Here the accommodation is good and the state of educational affairs generally satisfactory.

"I may take this opportunity of pointing out that on the whole the old and now expiring small market towns are far away the most unsatisfactory places in this district. Public spirit seems to be dead, and the only question thought worth consideration by the mass of the ratepayers is how, by tinkering up this or that building, or by what slight additional accommodation, they can stave off a board and its consequent rate. The welfare of the teachers and children is not thought of. In the villages things are different, and I am glad to be

able to point to general improvement in the school buildings, and with very few exceptions a general and loyal desire on the part of the managers to comply with every reasonable request for further improvement made by the Education Department."

Mr. Legard.

Mr. Legard :—

Circular 321.

"The effect of this circular has been to quicken educational energy both in town and country alike. It is most satisfactory to be able to report that school managers have, with few exceptions, shown themselves alive to the pressing necessity of adapting their buildings to altered conditions of education efficiency, and after consideration have cheerfully acquiesced in suggestions that may at the moment have seemed inopportune. They have in many cases not unreasonably asked for time in which to carry out improvements, and the policy of the Department in granting such requests is bearing fruit by substantial additions being made to school premises instead of repairs of a temporary and provisional character.

Voluntary school premises in Leeds.

"In Leeds the excellence of the newer school board buildings has no doubt acted as a stimulus to the authorities of the older voluntary schools; the worst building, for example, in the city, which is a National school, is now being re-erected on a new site on the central hall principle.

"The managers in the latter case have been able to effect this improvement by the sale of their old premises. It would have been well if [illegible] could have been carried out in many other cases, as the task of adapting old rooms to modern requirements by making alterations and additions has been a most difficult one, especially in such a thickly populated city as Leeds. Entire reconstruction would probably have been in the end not infrequently the least expensive policy to pursue. The supporters, however, of both the Church of England and of the Roman Catholic schools in Leeds have shown much public spirit, and have expended large sums of money in praiseworthy endeavours to meet new educational needs.

[illegible]

"In Harrogate, which was lamentably behindhand in suitable school accommodation at the time of my last report, a school board has recently been formed. . . . .

Ripon.

"At Ripon the managers of the Cathedral Schools have displayed much energy in improving their premises, and a new workshop for manual instruction has been added to the boys' school. This workshop will, I hope, be thrown open, on payment of a small fee, to other schools in the city.

Knaresborough.

"The ancient town of Knaresborough is still considerably behind modern requirements in its elementary schools. An effort is to be shortly made to put things upon a better footing, and it is earnestly to be hoped that this effort will meet with success.

The country.

"In the country part of my district many of the schools have suffered from want of classroom accommodation of a suitable character, and much activity has been displayed in making this provision. In rare instances only has a school board been formed as consequence of inability on the part of the voluntary managers to raise the necessary funds. While building operations were going on an opportunity has been given of making other useful alterations."

Mr. Lott.

Mr. Lott :—

Ill-arranged schools.

"The necessity of placing every child in pure air, in a fitting temperature, and in good light is more generally realised than it used to be, and the degree in which school buildings came short of thus providing for each child is more generally recognised. . . . There is reason to hope that in two centres [illegible] a point of two a satisfactory standard of light, warmth, and ventilation will be practically reached in all the schools.

"There are many schools which, though they are, or will be made to be, satisfactory in light, warmth and ventilation, are not well-adapted for the teaching of a day school. Some of these have been badly arranged; [illegible] were built in old times when schools were staffed and organised [illegible] others have been constructed for the use of Sunday schools or with a view to other purposes. In such schools much good

work may be, and often is, done; but on one at least of two conditions, firstly, great skill in management on the part of the head teacher, and secondly, a small number of children in relation to the floor space."

Mr. Wilson :—

"I cannot speak too highly of the readiness and cheerfulness with which the managers of the Church of England and Roman Catholic schools have faced the work of improving their buildings, at a cost of several thousands of pounds."

Sheffield.

From the office of the Sheffield Church Elementary Day School Aid Association I have been favoured with the following information (February 1895) :—

"Our Schools Emergency Fund has collected 4,500*l.*, which has been apportioned amongst the more needy of the Sheffield Church day schools to enable them to comply with the requirements of Circular 321. In *every* case, the parish aided is required to meet the grant made by a *local* contribution, such local contributions amounting in the aggregate to another 4,500*l.* Of this further sum about 2,000*l.* has already been raised.

"Some schools have been improved without any help from the central fund, but the amount so spent cannot yet be ascertained."

Answer to objections.

In answer to the objectors to improvement of premises, if objectors there are, three remarks may be made. First, buildings and furniture which were acceptable when education was optional—that is, when the parents could if they chose keep their children at home—may cease to be tolerable when education has become compulsory. Next, it is natural, but not necessarily just, to argue in the case of unsatisfactory premises that, because grants have been paid in the past for a long term of years, therefore grants should continue to be paid, without requiring reform, for the future. Thirdly, the introduction of free education has a tendency, over and above the exercise of compulsory powers, to crowd schools, especially the lower parts of infants' schools, and therefore increased care has to be taken to prevent the spread of infectious disease.

Mr. Pennethorne says :—

Noise.

"The older schools are often in noisy thoroughfares and, when the windows are open and vehicles rattle over the cobbles, it is difficult to hear one's own voice. Teachers have often to suspend the lesson. If town corporations wish to show kindness to the children of the people committed to their charge, and benefit their teachers, they will lay down wood pavement where the schools abut on the street."

In order to prevent annoyance during work from the shouting and screaming of children at play, it is desirable that school sites be large enough for keeping play at a reasonable distance from the windows, and for proper distribution of playgrounds, so that one department's play shall not disturb another department's work.

Mr. Lott says :—

Furniture.

"The furniture of schools is a point in school hygiene which has hardly begun to receive attention. I have to confess that in reporting on the equipment of schools in this respect I have not reported adversely if the seats and desks were fairly good according to the standard which generally prevails. Seats and desks which would be considered satisfactory if a really high standard of fitness were required I very seldom see. *The children fit themselves to the desks by leaning and twisting.*"

The italics are mine. This subject will doubtless give trouble in the future. The structure of the desk and the style of handwriting adopted will have to be considered. On the Continent *straight-holders* have

Straight-holders.

been invented. The straight-holder preferred by Professor Cohn consists of a horizontal bar of metal, coated with india-rubber, and fixed about where the scholar's forehead ought to be when he is writing. The boy leans his forehead against the bar, and his eyes are thus kept properly away from his work. This holder allows freedom of lateral movement.

Position of desks.

We sometimes find desks facing the light. One reason for this may be the pitiful economical consideration that the desks without some change in their length would not fit the room if placed properly. Another may be the notion, so often contradicted in the arrangements for a public meeting, that a teacher is heard best if he stands in the middle of the *long* side of the room. Perhaps this bad longitudinal position of desks has been partly brought about by the pupil teacher system, under which, with more than one class in a room, it is desirable so to place the teacher of each class that he shall *not* be easily heard beyond his immediate neighbourhood.

Structure of desks.

Great ignorance appears to prevail among desk-makers. They attempt the impossible task of making a fixed seat which shall allow both of standing and sitting.

Electric light.

Mr. Wilson mentions the very noteworthy fact that the new higher grade board school in Huddersfield is lighted by incandescent electric lamps instead of gas.

Organization.

Mr. Swettenham says :—

1. Division of labour by combining schools.

"As some set off against the loss of space caused by the class-room system, I have advised some of my school boards whose schools are pretty near together to set apart certain schools for certain standards. In this way not only can the most be made of the existing accommodation, but the teachers can be much better adapted to the particular work they have to do, and the upper standards can have each their own room and their own teacher, instead of being grouped, as is now often the case, two or three standards together, doing year after year to some extent the same work.

"I consider that the collection of upper standard children in schools specially set apart for them, and the application of particular teachers to that part of the work for which they are most fitted, are the two things most likely to improve elementary education in the immediate future.

"Such an arrangement as this has not only the merit of greater efficiency, but has, what many people think of far more importance, the merit of economy."

Mr. Pennethorne says :—

2. Classification of children.

"In schools of 500 or 600 children I have not found one in Standard VII. I notice also that, after 25 years of the Education Act, Standard I still contains many very old children."

Mr. Swettenham :—

"The ages of the children have in many schools undoubtedly gone up, that is, compared with the standards in which they are presented. In some schedules that I have examined the stated age is on the average two years beyond the standard, so that the average age of Standard I is 8½ years, of Standard II 10½ years, of Standard III 11½ years, and so on; the only exceptions being Standards VI and VII, to which the greater part of the children never attain.

"Many schools show a better average than this, but only by half a year, or at most by a year.

"No doubt we are encouraging and asking for a better class of work than formerly, but still I think the ages have gone up in many cases in a greater ratio than that in which the work has improved."

In the Sheffield district there flourishes an institution known as the "preparatory" class; that is, a class, often an alarmingly great class, of children who, though turned 7, 8, 9, 10, 11, 12, even 13 years of age, are scheduled below Standard I. If these have been doing Standard I. work, they should be scheduled in Standard I. If they have not been doing Standard I work, and appear in great numbers, there is something wrong somewhere. "Preparatory" classes.

A somewhat similar phenomenon occurs in infants' schools, where sometimes great numbers of children are found who are turned seven, and, in defiance of Article 99 (*c*), are below Standard I.

In justice to the infants' schools it should be added that the level of attainments of the class next below Standard I is high. Managers should reflect that undue progress of children may mean their never reaching a respectable degree of education at all.

There is also much to be said for providing separate schools for children who are too old to be taught with infants, and too backward, or believed to be too backward, to be prepared for passing Standard I in an ordinary boys', girls' or mixed department. Their stay in such a special school for dunces might prove surprisingly brief. Schools for backward children.

As it cannot be convenient to admit children into a school late in the school's year, and as much time must be lost in continual casual admission, it is much to be wished that dates of admission could in some way be restricted. 3. Admission.

School Attendance.

Mr. Pennethorne says:—

"There should be a record kept by every school attendance committee of every child born, with date of its birth and, against its name, the school it attends. . . . School attendance committees.

"School attendance officers have very large districts and are insufficiently paid—10*l.* per annum, for example—and consequently have to live by some other vocation. Hence, only when they have time to spare do they call at a school and obtain a list of bad attenders. No children are called upon except such as are on the rolls of some school, and those, therefore, who are not on the rolls of any school escape scot-free." School attendance officers.

Mr. Northrop:— Mr. Northrop

"The greatest drawback to the efficient education in the mining parts of this district is the low standard of total exemption fixed by the byelaws of the boards . . . . a great many children escape from the control of the authorities before they are old enough to go to work. . . . Low standards of exemption.

"The children who pass the 4th Standard or the 5th, whichever is the one for total exemption, are expected to leave school before the end of the next year and, consequently, suitable and efficient teaching staff is not provided for them. They often share the attention of a teacher with another class, or get lessons at haphazard as the time can be spared for them. But they are not encouraged to stay at school. On the other hand, where the managers are thoughtful enough to provide a competent teacher for the first class, the boys and girls begin to take an interest in their work, and as they make more progress they begin to wish to keep on at school, and thus a large upper class is gradually formed which pays both educationally and financially. There are many schools where the instruction is thoroughly efficient in the lower classes but breaks down in the highest."

Mr. Colson sends, as typical of a too widely prevalent state of things, extracts from a school's log-book. Date 1894. The school is in a small town. I omit a little:— Mr. Colson. Non-attendance.

"'The attendance officer called and took a few names of irregular boys, but the effect on the attendance will be nil, for the Attendance Committee employ

the boys on their farms, and will not take proceedings; and in the cases where parents are the employers, and are summoned, the magistrates refuse to convict. The whole business is a farce in this district. The children simply attend when they choose. . . .

"'In this district a child may be absent for 12 or 13 weeks at a time, and then receive nothing more than an impotent notice from the attendance officer that he ought not so to do. One third of the children are nearly always absent, and not infrequently one half during the summer months, and yet not more than about a dozen have labour certificates.'"

Mr. Colson remarks, with regard to children of many rural schools:—

"The children are needed or thought to be needed for many agricultural operations and at various times of the year. 'Potato-picking' in autumn, 'turnip-singling' and potato-dropping' in spring, 'pea-picking' in early summer, and hay harvest a little later all afford employment to children of school age, and employment too by which, as their parents say, they can earn 'good money' and more than sufficient to pay any fine that an unusually energetic bench of magistrates may by some unlucky chance inflict."

Mr. Stevelly. Hull.

The Hull Board tries with success a method of competitive attendance. Mr. Stevelly says:—

". . . . a sheet is posted up in each department, showing the weekly per-centage of average attendance for each class. . . . . The best quarterly sheets are printed and circulated as an incitement to other schools."

Mr. Stevelly. Rural schools of the Hull district.

With regard to rural schools, Mr. Stevelly is not more encouraging than Mr. Colson:—

". . . . children are illegally employed for months together in the fields. Labour certificates are so rarely required that many teachers have ceased to enter names on the duplicate examination schedule, and I am never required to hold special examinations for 'certificates of proficiency.'

"In a particularly bad case I recently ascertained the names of the children and their employers, and wrote to the school attendance committee, but no permanent improvement will, I fear, result, and as long as local authorities are constituted as at present, I cannot hope to see attendance at school enforced outside the towns."

Mr. Legard. Wholesomeness of publicity.

Mr. Legard attributes a considerable improvement at Harrogate and Ripon "in some measure to the publicity given month by month to the "attendance returns by the local authority."

Mr. Legard makes an important suggestion, which I hope will be acted on:—

". . . . public opinion in the rural unions is not yet on the right side. . . . . County Councils might be empowered to demand a quarterly statement of attendance from each local school authority within their respective areas, and these statements might be published by the clerk of the Council in such a way as to ensure publicity."

Morning school.

Something might perhaps be done by concentrating school work in the morning—for example, by meeting from half-past 8 to half-past 10, and again from 11 to 1—and leaving children free for the rest of the day. The day, for school purposes, is not equally valuable all through, and if the school could secure the golden morning hours, it might judiciously allow the afternoon for some other use—for making acquaintance with woods and fields, and for such easy work as would not make the child a money-earning slave.

Standards of exemption.

It is possible that in some cases a fear of having to provide more school accommodation, and so part with money, may have had a share

in fixing a low standard of exemption (see Mr. Northrop's remarks above).

Mr. Pennethorne points out that a single extra mistake in dictation may exclude from a labour certificate. Something more than mere dictation could well be required. The candidate for a labour certificate might be asked to write a letter. Labour certificates and dictation.

At present a child may reach Standard V before he properly finds out what writing is for. Consequently, if he leaves school at Standard IV, he has a chance of remaining a savage for life.

Mr. Colson says:—

"Composition hardly receives sufficient attention. It is rarely taught at all until a child reaches the 5th Standard, whereas it might well be begun in Standard III. In too many cases children leave school without any practice in this most important subject, and judging from the composition exercise in Standards V, VI, VII, the number of children who leave the country schools capable of writing a well spelt grammatical letter must be very limited."

Without expressing here an opinion on the question of vertical and sloping handwritings, I quote Mr. Colson's experience:— Handwriting.

"Handwriting . . . . is invariably . . . . best in those schools in which it is systematically taught by copies on the blackboard, and worst in those schools in which children practically teach themselves from head-lined copy-books. The vertical style of writing was at first hotly taken up in many schools, but is, I am glad to see, being almost as quickly dropped after a short experience. In every case I have noticed that as soon as any speed in vertical writing is reached the writing slopes backward, and the greater the speed the greater the slope. The clearest, most easily taught, and most rapid writing appears to me to be obtained when the style known as Civil Service is adopted."

A deplorable disease has lately attacked handwriting in Sheffield. The symptoms are:—A crowding together of the essentials of a letter; angularity where there should be roundness (the English *n* seems to be degenerating into the broken-backed manuscript German *e*, the disgrace of the German alphabet); and an interference of what should be connecting strokes with the flow of the writing, as though the writer thought these strokes the main thing. The result is neat, painful, dazzling semi-legibility. Now, unless handwriting is to be easily legible, much of the good of learning to write will be lost. I hope that the praiseworthy perseverance and determination spent on acquiring this deformity will be equally available for its unlearning, and that good round English writing will once more be seen. Sheffield.

Reading &c.

Mr. Pennethorne says:— Mr. Pennethorne.

"Word-building is now taught, but not very fully, and goes no further than the infant school."

Mr. Northrop:— Mr. Northrop.

"The school magazine is generally read with zest and stimulates intelligence. Twelve new ones in the year are twelve objects of anticipation, curiosity, conversation and comparison, all making for interest and intelligence."

Mr. Swettenham says:— Mr. Swettenham.

"In the schools for older children we are getting better reading and better recitation."

Mr. Colson thinks that reading is steadily improving.

Mr. Stevelly.

Mr. Stevelly :—

"In reading and oral answering indistinctness is the most common fault of the lower standards. . . . . whatever the cause, this whispering is even more annoying than the shouting which was the fashion some dozen years ago."

Arithmetic.

Mr. Pennethorne.

Mr. Pennethorne says :—

"In arithmetic the working of problems improves—so much so that in some cases I have seen the problems better done than the ordinary sums; leading not unnaturally to the conclusion that the answers to some problems have got abroad."

Mr. Northrop.

Mr. Northrop :—

"I have reason to believe that in some schools the intellectual part of the teaching is eliminated to such an extent, that the children are seldom or never brought face to face with an arithmetical problem, because 'they can pass without them.'"

Mr. Swettenham.

Mr. Swettenham :—

" . . . . arithmetic, algebra, mensuration and mechanics generally, except in a few notable schools, do not seem to me to have improved. It is the enormous difference between the average and the few good schools in these subjects that makes me think that on the average the subjects are not intelligently taught."

Not enough ploughing and harrowing the brain.

Mr. Swettenham, in hearing lessons, is struck with the minuteness and particularity of the rules and regulations laid down by the teachers and the consequent smallness of the amount of thought necessary to the pupil.

Mr. Colson.

Standards I, II.

Mr. Colson thinks that arithmetic has improved to a greater extent than any other subject in the last two years. But in Standards I, II, though there is an improvement in intelligence, the rule of thumb is still a tyrant.

"I have found schools in which these unfortunate little children spent a considerable part of the day in multiplying hundreds of thousands by hundreds of thousands and doing it correctly, but the same children when asked to find out on their slates 'how many apples altogether could be picked off 9 trees 'if 250 were picked from each' were quite unable to work such a sum. Indeed in some such schools I have been told that the children were too young to work problems."

Mr. Stevelly. Algebra recommended.

Mr. Stevelly makes the important suggestion that some acquaintance with algebra might broaden, for schoolmistresses, their view of the general principles of arithmetic.

In fact arithmetic lends itself to reasoning more crabbedly than algebra, and therefore lends itself more easily to mechanicalism.

Nevertheless Mr. Swettenham has seen "many schools where the "teaching of algebra has had a bad effect on the arithmetic of the "upper standards."

Algebra should BEGIN with problems requiring simple equations.

Grammar.

Mr. Swettenham.

Mr. Swettenham :—

"Grammar, which I regard as one of the very few subjects which necessitate thought, is on the whole very satisfactory."

Mr. Colson finds that grammar, being no longer compulsory, is fast dying out. He says of grammar that, when well taught, it always appeared to him to be "the Euclid of the elementary school." Mr. Colson. "The Euclid of the elementary school."

In fact we should carefully note the very important distinction between subjects which readily communicate mental power (language, algebra, Euclid, &c.) and subjects which furnish material for thought or convey moral instruction (geography, history, &c.). The school should have a due portion of both kinds. Two kinds of subjects.

Geography and History.

Mr. Colson says:— Mr. Colson.

"Geography continues to be the most popular and on the whole the best taught class-subject."

Mr. Colson finds that history is as a rule loosely taught "and does "little more than tax and perhaps improve the memory . . . . . "The life of the people, the growth of freedom and knowledge, the "expansion of the empire, and all like things, which would be worth "learning and would interest and educate the children if properly put "before them, are in too many cases to a great extent ignored." Uneducational use of history.

Mr. Stevelly:— Mr. Stevelly.

"Except in the best schools the girls are deplorably ignorant of geography and history." Girls' schools.

The practice, enjoined on evening schools, of preparing a syllabus of the subject to be taught and of recording progress, might advantageously become more frequent in day schools. This practice ensures at least some *previous preparation* on the part of the teacher. Many school-managing bodies in Sheffield buy a book in which the teacher enters his notes of lessons on elementary science. The book is then the school's property and, if the teacher leaves, the book remains to be used and continued by his successor. To this method Mr. E. H. Howard, my sub-inspector, attributes the success of elementary science in many Sheffield schools. Use of a syllabus. Sheffield.

Mr. Swettenham protests against the great multiplication of subjects taught. Mr. Swettenham.

". . . . . and the consequent stripping of every subject of all that really makes it educational, of all that necessitates thought and application of the mind to the work, leaving only the bare bones and the addition to the child's vocabulary of the new words necessary to each new subject." "Ne multa sed multum."

Mr. Wilson finds elementary and class subjects well taught on the whole, but fears that— Mr. Wilson.

". . . . . any considerable further improvement must not be hoped for whilst the number of factory half-timers is so large." Half-timers.

Handicrafts.

Mr. Stevelly.

Mr. Stevelly :—

Woodwork and ironwork.

"Under the school board for Hull, two workshops are open and two others are being built for teaching woodwork and ironwork. At present only carpentry and joinery are taught, but it was astonishing to see what the boys could already do, and how intensely interested they were in their work."

Mr. Legard.

Mr. Legard, speaking of manual employment for elder children :—

"This hand-work is very popular with the children, and is likely to have very far-reaching effects when properly carried out. The principle of learning by doing is, as Dr. Goetze of Leipzic remarks, now forcing an entrance into our schools, and is modifying considerably old methods of teaching. The increased importance now attached to manual training is one of the signs of this new development.

Educational value of the new training.

"It is, however, I think, most necessary that the educational side of this new training should be kept carefully in view by our teachers. If these employments are simply treated mechanically, they will be of but little benefit.

"If, on the other hand, the teachers are conscious that when they are giving these lessons, they are training the children in habits of industry and self-reliance, are teaching them to overcome difficulties, are inculcating carefulness and accuracy in their work, and implanting a sense of beauty and order in their minds, the value of the instruction ought to be very great indeed."

Cookery.

It is to be hoped that an end will be made of the practice of teaching cookery by means of a flueless gas-stove.

Mr. Pennethorne.

Mr. Pennethorne :—

". . . . in some board schools, *e.g.*, Newcastle, I have found that Standard IV learn cookery and Standards V, VI and VII, other subjects. This looks more like earning money than doing the best for the girls. They should learn cookery in the 1st class before leaving school. They are older and better able to appreciate the lessons, and in the other case they have forgotten much by dropping cookery when they get into Standards V, VI and VII."

Laundry Work.

Of this, to judge *e silentio*, there is little or none.

Drill.

There is some wonderfully good school drill in Sheffield. It is worth mentioning that at one school there is a fire drill. At a sudden and unlooked for signal all prepare to make as rapid an exit as possible. Thus, if a real fire should occur, there would be a good chance of escaping without panic.

Infants' Schools.

Mr. Pennethorne.

Mr. Pennethorne :—

"Infant schools have much increased, and the larger schools at all events are very pleasant places of instruction. Instead of dull, little yawning children in stifle hot rooms where they learned lots more than to sit still and were often shamefully neglected we find children living in airy spacious schools, and learning by pleasurable methods—ready cheerful pupils.

Is attendance discouraged?

"I fear that there is a tendency in some mixed schools of moderate size, where there should be an infant class, to discourage the attendance of infants.

For, if they are 20 in average, they must be taught and paid for as an infant class. This gives more trouble on account of the varied instruction needed, and brings in a less grant than if the infants were added to, and swelled, the average of the mixed school.

"Object lessons will never be good until the teachers have more knowledge of natural history." Object lessons.

Mr. Foster:—

"The object lessons seem to be by far the weakest part of the infant school work." Mr. Foster.

Mr. Northrop finds that in the less efficient infants' schools Mr. Northrop.

"it is not an uncommon thing to hear a young teacher give a lesson without preparation or notes, and which does not contain a single hint or fact of which the children were not already aware. This want of preparation is the great mark of the middling school." Want of preparation.

Mr. Stevelly:— Mr. Stevelly.

"More pains are taken to illustrate the object lessons and make them more interesting, but much remains to be done in this direction before object lessons in most infant schools cease to be the worst feature of the instruction."

I have mentioned the high standard of attainments in the first class of infants' schools in the Sheffield district. The best infants can read *at sight* an easy First Standard book. My predecessor, Mr. Blakiston, gave great attention to infants' schools. The Sheffield district.

Pupil Teachers.

Mr. Pennethorne says:— Mr. Pennethorne.

"The pupil teachers are a very hard-worked body. . . . . They are growing lads and lasses, and they need fresh air. The girls, moreover, are at a critical period of their lives."

It would be right to insist that girl pupil teachers at least should not be obliged to stand too much. A reading-lesson could be heard by a teacher seated on a high chair. I have heard of a case of a 15 years' illness attributed to too much standing. Too much standing.

Mr. Pennethorne:— Mr. Pennethorne.

"Some of the larger boards no doubt are providing central classes (but only one in Northumberland), and the pupil teachers are allowed to go to them during school hours on stated days, but voluntary schools and smaller boards cannot afford to do this. . . . Central classes rare.

"The head teachers have too little leisure for self-improvement. If they do their duty in school teach the pupil teachers and conduct evening classes their whole time is taken up in the winter. In the summer they should be out taking air and exercise, *e.g.*, working in their gardens. If a school is to be intelligently taught, the head teacher must not, nor should others, give up private reading." Need of leisure.

This question of leisure for head teachers and pupil teachers is of great indirect importance. For *no leisure means no proper preparation of lessons that the school children are to receive.*

Mr. Foster says:—

"The work of the pupil teachers will never be satisfactory until they cease to be regarded as cheap substitutes for properly qualified teachers. They are students in the art of teaching, they are with us for the benefit of a future generation, and these are facts which ought not to be ignored. I look back

on my own apprenticeship more than a quarter of a century ago when I was [illegible] as a teacher, and life was hardly tolerable just at a time when it should have been at its brightest."

Mr. Legard. Mr. Legard says:—

Leeds. "At present the pupil teachers under the Leeds Board are instructed in two groups. The first group, consisting of first and second year teachers and candidates, are taught on alternate days at the school board offices, and also on Saturday mornings. The second group, comprising the higher years, receive their instruction on two evenings of the week and on Saturday mornings, in class-rooms attached to the Central Higher Grade School. A far better arrangement would be for these young people to receive all their teaching in the daytime and not in the evening.

"Good work is being done at these central classes, to which teachers from voluntary schools are admitted at a fixed fee, and a decided improvement is shown in the work done at the annual examinations."

Need of relief. Central classes for pupil teachers will do something to relieve the head teachers, but they will not sufficiently relieve the pupil teachers, if held in the evening after a day's teaching in school.

If pupil teachers must be, they should all be half-timers. This perhaps could be brought about, where central classes are available, by doubling the number of pupil teachers and halving their salaries.

It is much to be wished that pupil-teacher examinations were held monthly or at least bi-monthly, or that in some other way the suspense of those pupil teachers whose school-inspections come long after their own examination were shortened.

Letter of a pupil teacher. I append a pupil teacher's letter :—

"The manner in which each week of my school life is spent is as follows. Every morning I leave home at 8 a.m. and walk to school in order to be there at 8.45. During the morning I teach a class of about 36 scholars (Standard V.) until 11.30, after which I have private study till 12. Commencing duties at 1.45, I again take my class till 4.30. Arriving home about 5.30 I commence my studies about 6.15. From 6.15 to 10 I spend in preparing the following night's work, this being my time-table for Monday, Wednesday and Friday. Tuesday and Thursday evenings I attend the Voluntary Pupil Teachers' Centre Classes so that I do not reach home till 9.30. Saturday morning I also attend the Centre Classes leaving home at 8 a.m. and not returning till 1.30 p.m. In the afternoon I generally devote one and a half hours in doing some of the work for the following Saturday's Class, Friday being the evening on which the most work has to be done. Occasionally, I am able to spend Saturday afternoon as a holiday, but this is very seldom, for, unless a portion of the following week's work is done on this occasion, it is impossible to get through the remainder of the work. From this you will see that with the exceptions of a few hours on Saturday together with Sunday, all the rest of the week is completely occupied by School work, and that the recreation at the end of the week is most eagerly looked forward to."

Mr. Stevelly. Mr. Stevelly says :—

Improvement in class of candidates. "The class of town children entering as candidates in towns is decidedly improving. The higher grade schools tempt parents to keep their children at school till they are 14, and the ranks of the army of pupil teachers are no longer recruited from those who have failed in some other line, or have been simply kept at home in idleness for a year or two."

Conclusion. I will conclude with a quotation from the Report of the Inspector of the Sheffield Church Elementary Day School Aid Association (July 1894).

"Before closing this Report, I desire to refer to the departure from the district and from the service of the Education Department of J. R. Blakiston,

Esq. For over 12 years he has been Her Majesty's Chief Inspector of Schools in the North-Eastern Division, comprising Northumberland, Durham and Yorkshire, his special district being Sheffield and the neighbourhood. Throughout he has striven to raise the standard of education in our schools—unstinted in his praise of the best work, always on the watch to recognise improvements, desirous of encouraging teachers and managers to thoroughly educate their children, ever interpreting the regulations of the Code in their most liberal spirit, he constantly proved himself the friend of scholars and teachers. The remarkable progress of Sheffield schools generally is the best testimony to his labours. I ever found him genial and sympathetic, ready to advise and to appreciate endeavours to promote the best interests of education."

I have the honour to be, &c.

W. P. TURNBULL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1894, *by* REV. C. H. PAREZ, *one of Her Majesty's Chief Inspectors, on the* SCHOOLS *in the* NORTH CENTRAL DIVISION *of* ENGLAND, *comprising the Counties of* CHESTER, DERBY, NOTTINGHAM, *and* STAFFORD.

MY LORDS,

THE period that has elapsed since I last had the honour to present a report, has been marked by two events of the utmost importance to the interests of elementary education: the issue of Circular 321, and the introduction of the Evening School Code. It is no exaggeration to say that either of these events would have created a noticeable epoch in the history of our scheme of national education. On the present occasion, I can hardly do better than to give prominence to these two subjects. The demand for a continuation in the lower standards of the hand and eye training begun in the infant schools, with the encouragement thereby given to the teaching of elementary science in the curriculum of the schools, must appropriate to itself some space, which will be devoted chiefly to showing what extent of preparation has been made for this change, now looming in the near future.

Premises and supply.

In calling attention, as I did, two years ago, on behalf of my colleagues in the division as well as in respect of my own district, to the lamentably defective condition of many school premises and of a great deal of the furniture, I thought that, perhaps, I was crying in the wilderness, and certainly had little idea that, I will not say a complete remedy was forthcoming—for evils of such long standing and which had gained something of a prescriptive *raison d'être* could not be all at once abolished—but that a large amelioration was so near at hand. Scarcely, however, was the ink of my report dry before the now famous Circular 321 saw the light. It is not to be wondered at if at first it was thought to be too drastic, but whatever outcry was raised at the first blush of the thing, and however hard managers may have felt themselves to be hit, consideration soon brought wiser counsels, the necessity of the demand for some reforms in order to render the schools sanitary, wholesome, and suitable for their purpose was acknowledged even when in details there was room for difference of views. The result is that the call upon the managers has elicited a really splendid response. As a sample of the energy that has been displayed and of the sacrifices that have been made by managers in my own district, in order to render their schools efficient, I may point to what has been done in Derby. The sums spent upon the voluntary schools will not fall far, if at all, short of 10,000*l*. In some instances, as I am informed by an influential member of the Church Council, opportunity has been taken to make the buildings even more efficient than is actually required by the orders of the Department. The real need of reform was recently generously acknowledged by the Bishop of Southwell in an address made by him on the occasion of the reopening of All Saints' schools, from which I willingly quote :—

"The requirements made in their schools had not been unjust or unnecessary, and if they had fallen somewhat hardly upon them by coming all at one time, whose fault was it? Did it not rest with themselves, because they had not provided proper and adequate schools when they knew long before that they were sorely needed? No one could deny that the schools in Derby which had been reformed needed it. Conscience had set their hands to work, and when they found that the work had to be done, their faith made them resolve that it should be done."

A similar acknowledgment has recently been made by the Church Council in an appeal made for funds for the improvement of St. Luke's Schools, Derby.

Similar efforts have been made in other towns of the county and in the country districts. Very handsome buildings have been erected in many places by voluntary effort, and enlargements and improvements have been found very generally necessary. The natural increase of population has also necessitated the supply of additional accommodation by many of the boards and these needs have been or are being met. The whole tale of enlargements and additions would be found to be very considerable. In the other districts of this division, similar activity has been displayed. In many cases, subscriptions to large amounts have been raised in order to meet the demand for improvement; in others, private munificence has stepped in and has provided buildings of some architectural pretension. School boards have in some instances been required or have thought it desirable to improve their existing schools, while at the same time new schools have been built by them in order to meet the requirements of fresh population. Several of my colleagues note with satisfaction that better equipment has been provided also in school furniture and apparatus; more especially in the matters of suitable galleries for infants, of good pictures, and of clear, in place of, obscured glass. Pianos for purposes of drill are also becoming more common.

It has not always been found possible to provide a sufficient amount of playground; yet even in this respect much has been effected.

The voluntary schools have strengthened their own hands in several ways. Besides establishing by the sacrifices they have made a claim upon public consideration, their schools will have the advantage of being carried on under conditions more favourable for health of teachers and children, and for the actual scholastic purposes upon the efficient carrying out of which the grants depend. The difficulty, moreover, which has had to be met, of raising special funds for alterations or rebuilding, is to some extent counterbalanced by the interest which will, in consequence, be taken in the schools that have been thus aided.

There have, of course, been a few cases where, from one cause or another, remedy was impossible except by the entire abandonment of the existing premises, and in one or two instances, the formation of a school board has been found necessary in consequence. This will, at any rate, ensure that the children of the future shall have the benefit of being taught in wholesome premises.

Attendance.

Regularity of attendance is carefully nursed by some of the boards, and is generally improving. I have obtained the per-centages of attendances upon the number on the rolls in some of the more important districts. These are:—

Derby - - - - -	84·3
Chesterfield - - - - -	81·6
Belper - - - - -	81·6
Brimington - - - - -	83·0
Shirland - - - - -	85·0
New Mills (Beard, &c.) - - -	78·8
Hartington - - - -	from 75 to 77

The Shirland Board is to be congratulated on heading the list.

Under the board of Burton-on-Trent, just outside the boundary of my own district, a still higher figure, 85·9, is reached. In some districts circumstances are more favourable to good attendance than in others. At Hartington, *e.g.*, a district which stands 1,000 feet above the sea level, the effect of climatic influences cannot be ignored. A

similar remark applies to Buxton, at which place a further hindrance is caused by the inrush of visitors in the summer, the board finding great difficulty in maintaining regularity during the season. The low per-centage of infants, which is only 55, is perhaps due to climate. The per-centage for boys is 80; that for girls 79.

At New Mills the figure is necessarily brought down by the large number of half-timers, who count as units for the number on the roll but reduce the average attendance. The clerk also informs me that the attendance slackened on the death of a member of the board and the cessation of a prize scheme which had been worked by him. At Chesterfield, I am glad to note that prizes are given, dependent partly on good attendance and partly on proficiency; the interest of parents and of inhabitants generally being attracted by a formal distribution of the awards at a public meeting. This board must be considered as in somewhat of a transition state, having recently taken under its charge a large and thickly populated area which was previously, for the most part, under another board. I fully expect that a higher per-centage will be shown after another biennial period.

The absence of any printed statement of proceedings of most of the school attendance committees in my district renders it impossible to ascertain with what degree of effectiveness regularity of attendance is urged by them. I have been unable to obtain statistics from the committees of the unions of Ashbourne, Belper, Chesterfield, and Shardlow, and only a very meagre and partial return from the important union of Glossop. The want of any methodical return in these instances is much to be deprecated, and, as was pointed out in the last Blue Book by my colleague, Mr. Coward, until such steps are taken as will ensure the collection of some statistics in each union, no guarantee of the efficient working of the compulsory clauses of the Education Acts will be possible to be obtained, and the earnestness of the authorities specially appointed for the purpose of carrying them out will continue to appear questionable. It is gratifying to be able to point out, however, at least one instance of systematic and successful energy, which I hope may furnish a stimulus to other authorities. The Bakewell School Attendance Committee has been businesslike in its operations; it has divided the area which comes under its supervision, into three districts; a separate officer being made responsible for each. The returns of attendance supplied to me are, however, only for the quarter ending at Michaelmas, and, of course, indicate a better attendance than would be made at less clement seasons of the year. For that quarter the per-centages are:—

In the northern portion,	embracing	27	schools,	82.
„ southern	„	„	24	„	81.
„ western	„	„	6	„	77.

At two of these country schools, Barlow and Elton, the per-centage for the quarter reached 95, and at the Cromford infants' school, 93 is recorded. These returns having been published in the newspapers, a good-natured rivalry is thus excited between school and school, which must have a beneficial effect. The activity displayed by the Bakewell committee might, with advantage, be imitated elsewhere, and the mere tabulation and publication of the statistics would prove a wholesome stimulus. Schools which are thus, in the face of day, made prominent as holding a foremost place must naturally strive to maintain it, while those which are behind will be roused from their lethargy and made to aim higher.

In view of the difficulties which beset the question of the enforcement of attendance, no better remedy for irregularity could, perhaps, be devised than the compulsory publication by the attendance committees of the results obtained in the respective schools.

I may mention here a scheme which has recently been set on foot for creating a pleasant rivalry in good attendance among the church schools in Derby. A concert is given once a year by all the schools associated in the scheme. The children arrive on the scene like regiments under their respective standards. The room in which the entertainment takes place is crowded with parents and friends interested in the schools; certificates and medals are given as rewards by the Church School Council, and the school which shows the best average carries off and retains for the ensuing year a special banner, just as a football team carries off and holds its special trophy.

Mr. Colt :—

"The attendance continues to increase, and is becoming so regular as to admit of not much further progress.

"I subjoin a comparison of the attendance for the year ended 31st August 1894 with that of the same period 1892, when I last reported :—

No. on Books.		Annual Average.		Children examined.		Per-centage of Average Attendance.	
1894.	1892.	1894.	1892.	1894.	1892.	1894.	1892.
86,150	85,350	72,299	67,182	80,333	79,591	83·9	79

"The population of the district was in 1891, 428,720; it has since increased, probably to some 432,000, and of this no less than *one fifth* is on the books of the elementary schools of this district, and *one sixth* is in average attendance. It is a remarkable fact that in the school board districts of Burton and Cannock there is actually *one fifth* of the total population in *average attendance.*

"The much greater regularity with which children attend is shown by the fact that with only 800 more names on the books than in 1892 the average has increased 5,000, and the per-centage has gone up from 79 to 83·9 per cent.

"In very many board and voluntary schools the attendance in the upper departments is over 90 per cent. for the year, but the attendance in infants' schools, which from many causes is less regular, pulls it down.

"This increased regularity may, in my opinion, be attributed more to the efficiency of the attendance officers, the untiring efforts of the teachers, and the growing popularity of the schools than to free education, though the exemption of fees undoubtedly makes the attendance officers' duties less difficult.

"How much may be done by an energetic methodical attendance officer is shown by the 87·4 per cent. each of average attendance of Handsworth, a school board district, and Oldbury, administered by the attendance committee of the West Bromwich Union. In Oldbury, too, there are more fee charging schools than in any other part of the district.

"Next in order of merit come the school board districts of Wednesbury, West Bromwich, and Burton, with 85·1, 84·9, and 84·4 respectively.

"Attendance in the Walsall school board district has increased from 74 to 80 per cent. in two years, but much remains to be done.

"Up to the end of the year under review Walsall had sent 17 boys and West Bromwich and Burton 13 each to the new truant school provided at Lichfield at the joint expense of the three boards, but, inasmuch as Walsall is far the larger town, and the attendance has for years been less regular than in either of the other places, it might be expected that a larger number of boys would be sent than has been.

"It may be noted here that only 6,442 children of the 86,150 on the books pay any fee, and of these 4,338 pay 1*d.* or less a week.

"Nor are the attendance committees behindhand in enforcing attendance. The 87·4 per cent. of the West Bromwich Attendance Committee is equalled by the Cannock Union; Tamworth Union follows next with 84·5; then Lichfield Union, 82·7; Burton-on-Trent Union, 81·6; while Walsall Union lags behind with 80 per cent."

Mr. Gleadowe:—

"The number of local authorities amounts to 20, viz., 13 school boards and 7 attendance committees.

"In Crewe Borough a second officer is much wanted, but in other parts of the district the staff seems adequate. The attendance is fairly satisfactory. I hear little complaint of real truanting, but I notice an increase in the number of children who miss from one to three attendances per week.

"I append some statistics taken from Forms IX. of schools visited in June and July 1893 and 1894. They seem good months to take. The infants should then be in full attendance; while the June schools are all in country places, and those visited in July are good specimens of town schools.

"It would appear that in country districts, taking all classes of schools together, there has been an increase in the numbers on books of 1·2 per cent., while in town districts the numbers on books have decreased ·6 per cent.

"In country districts the average attendance has decreased in mixed or pure boys' and girls' schools, but has increased 3·8 per cent. in infant schools.

"In town districts there is an increase in the average attendance both in schools for older children and infants.

"Taking town and country districts together the numbers on the books have increased ·16 per cent., while the average attendance is identical for both years.

"Country Schools.

"Month, *June*.

——	No. on Books, 1893.	No. on Books, 1894.	Remarks.
Boys, girls, and infants	2,834	2,869	Increase of 1·2 per cent. in 1894.
"Pure" boys' and girls' schools.	2,087	2,092	„ ·24 „ „
"Pure" infant schools	756	774	„ 2·38 „
	Average, 1893.	Average, 1894.	
Boys, girls, and infants	2,297	2,259	Decrease of 1·65 per cent. in 1894.
"Pure" boys' and girls' schools.	1,693	1,650	„ 2·5 „ „
"Pure" infant schools	499	518	Increase of 3·8 „ „

"Town Schools.

"Month, *July*.

——	No. on Books, 1893.	No. on Books, 1894.	Remarks.
Boys, girls, and infants	3,907	3,883	Decrease of ·6 per cent. in 1894.
"Pure" boys' and girls' schools.	3,685	3,691	Increase of ·13 „ „
"Pure" infant schools	1,651	1,637	Decrease of 1·26 „ „
	Average, 1893.	Average, 1894.	
Boys, girls, and infants	3,171	3,209	Increase of 1·2 per cent. in 1894.
"Pure" boys' and girls' schools.	2,969	3,026	„ 1·9 „ „
"Pure" infant schools	1,109	1,136	„ 2·4 „ „

Mr. Lomax :—

"The increase in the average attendance of the district since the year ending 1892 amounts to 3,743.

"Country schools, as a rule, show a better record in respect of regularity of attendance than town schools; the yearly average of several of them running from 90 to 96 per cent., whilst that of the town schools ranges from 77 to 79 per cent. Recently a case was brought under my notice of a child who had not missed a single attendance for six and a half years, of another with a similar record for six years, of another for five, others for four years, and in these schools it is by no means an uncommon occurrence to find children who have only failed by three or four 'absences' to register the highest possible number of attendances for the year. And it is worthy of remark that the majority of the children in these rural districts travel one, two, and some even three miles from their own homes, the last named perhaps passing, *en route*, the school of their own parish for the school of their choice."

Mr. Kynnersley :—

"Now that in so many cases the whole income of a school varies with the regularity of the attendance, there is increased need for active exertion on the part of local authorities. Taking the maximum income at 27*s.* 6*d.* per head, and assuming that there are 440 possible attendances, it is clear that a child who plays truant for a whole day costs the school three halfpence. But few schools are open 440 times, and the real loss is more. In the large towns I believe that all possible efforts are made by the local authorities. But the arm of the law is very weak. I saw recently that in Birkenhead the parents of a child was convicted for the 61st time, and there are frequent instances of 20th, 30th, and 40th convictions. The country school attendance committees are very lax. But a good schoolmaster has good attendance. The best padagogos is the pedagogue. Even in the higher grade schools, where the attendance officer's visits are much deprecated, the personal influence of a good teacher has great weight."

Mr. Fowler :—

"The general report of the Committee of the Privy Council for the current year shows that the attendance of children in elementary schools, though improving, is not yet satisfactory. It gives nearly 80 per cent. as the average attendance in infant schools and schools for the older children combined. Subjoined I append a short tabular statement showing the per-centage of average attendance upon the numbers on the roll in the principal school board districts, and in one rural union of North Staffordshire for the years 1890 and 1893 respectively :—

	1890.	1893.
Hanley School Board - - - -	78·	82·3
Longton School Board - - - -	75·	80·5
Burslem School Board - - - -	76·4	79·4
Stoke School Board - - - -	75·3	79·
Wolstanton School Board (six months only) - -	76·1	80·
Leek Union, rural schools - - - -	76·6	81·5
„ urban „ - - - -	74·5	80·

The per-centage at Hanley for the year 1894 shows a considerable rise, reaching 86·1 in the board schools 83·2 in voluntary schools 85·5 in all.

"From this it may be seen that in my district, which is mainly composed of the 'potteries,' and adjoining mining district and three country districts, we have made a steady advance and are not behind the average for the whole country. The advance appears to be due to the influence of the Free Education Act.

"The school attendance committees are concerned mainly with the attendance of children at school and with granting certificates of proficiency. That of the Leek Union is better organised and worked than any others in North Staffordshire. A yearly conference of the local committees and managers is held, which, under an energetic and influential chairman, is of service in making public the facts and giving prominence to the necessity for improvement and progress."

"As far as I can hear, little is done in the committees of the other unions, of which the members consist largely of men not greatly interested in many cases in securing regularity."

Canal boat children.

Mr. Turnbull :—

"The Rev. H. P. Stokes, who has had exceptionally good opportunities of becoming acquainted with the canal population, writes (August 1894) :—'I have no 'hesitation in saying that the children who live on the boats receive scarcely any 'education at all.'"

Effect of fre education on attendance.

From some statistics ascertained during the past year by one of my assistants, which are here submitted, it seems difficult to withstand the conclusion that regularity of attendance has improved in consequence of the passing of the Free Education Act. *Post hoc* is of course not the same as *propter hoc*, and, with many causes acting, the disentanglement of a single one is scarcely possible. The selection of schools in the table, however, was made impartially, and embraces some of different kinds except infant schools, some belonging to town and some to country ; mixed schools and separate ones for boys and girls, board and voluntary schools being included in it ; and the evidence is entirely in one direction. The statistics just quoted from Mr. Fowler corroborate this conclusion. Mr. Lomax's investigation of attendance at Ashton points also in the same direction.

TABLE showing the PER-CENTAGE of ATTENDANCE in various Schools.

a. In the year before the Fee Grant was allowed.

b. In the year 1893–4.

Name of School.	*a*.	*b*.	——
Ripley N., Boys'	—	—	Improved 3 per cent.
Barrow-on-Trent	76·7	79·	
Whittington New	83·1	83·3	Small-pox epidemic in 1893–4.
„ Moor	80·9	86·6	
Killamarsh Bd., Boys'	85·1	90·7	
Hasland, Derby Lane Bd.	70·9	80·0	
Brimington Common Bd.	76·3	89·0	Improved 10 per cent. at once.
„ Central Boys'	77·9	84·9	
„ „ Girls'	75·0	82·7	
Belper Pottery Bd., Boys'	74·7	82·5	
„ Fleet Bd., Girls'	68·0	72·7	
Holbrook N., Girls'	75·3	81·3	
Staveley N.	74·8	83·	
Wessington	86·1	86·3	
Brackenfield	79·4	79·8	
Riddings N., Girls'	68·0	83·7	New teacher.
„ „ Boys'	81·0	88·0	
Somercotes, Girls'	75·0	85·	Improved 8 per cent. at once.
Ironville C. E., Boys'	79·2	85·	
„ „ Girls'	70·2	74·9	
„ „ Infants'	69·9	71·1	
Holymoorside Bd.	79·6	83·	
Stapleford Bd., Boys'	86·3	88·3	

Free education.

Mr. Lomax :—

"With regard to free education and its effects in respect of increased regularity of attendance, it may be of interest to submit the following table supplied to me by the clerk to the school board of the borough of Ashton-under-Lyne, in which upwards of 5,000 'free-places' have been provided, as it affords a fair illustration of the results of free education throughout the district.

——	1891.	1892.	1893.	1894.
Per-centage of average attendance - -	68·8	70·9	70·9	72·9

"The low figures are to some extent accounted for by the large proportion of half-timers. A correction made on this account would probably raise them to —

——	1891.	1892.	1893.	1894.
Per-centage of average attendance -	74·5	77·1	76·6	78·2

"Amongst the indirect advantages resulting from free education may be mentioned (*a*) the relief it affords to the poor widow or the striving mother with a large family, (*b*) the care and attention to personal cleanliness it secures for the children of worthless and neglectful parents, not a few of whom, through the instrumentality of the admirable Society for the Prevention of Cruelty to Children, have been summoned before the magistrates and punished, and (*c*) the impulse it has given to the cultivation of thrift, the pence that used to be paid in fees, being in many cases deposited in the school or Post Office Savings' Banks."

Mr. Kynnersley :—

"With but few exceptions the country schools are absolutely free; the town schools retain a small fee for the boys' and girls' departments, leaving the infants free. The result has been an enormous influx of babies: this is certain; beyond this figures showing increase or decrease are little to be trusted. There were at first many parents who were anxious to contribute to the school funds in lieu of school pence, and in some cases this contribution is kept up. Notably in Wallasey a sum of more than 20*l.* is thus added to the school funds. In other places the difficulty of collection has seemed almost greater than the value of the gift. On the other hand, many parents have shown anxiety to be rid even of the remaining penny."

Mr. Gleadowe makes some useful observations about half-timers, which may conveniently find place here.

Mr. Gleadowe :—

"Half-timers have always been very numerous in Macclesfield and Congleton, but lately I have had to hold large proficiency examinations in Over Northwich and Bollington. The raising of the age and standand for exemption has had the effect of slightly reducing the numbers. But the reduction being only temporary no complaint has been made by the employers. I see no reason now to regret the non-establishment of pure half-time schools. Some time back, when the teaching was not nearly so efficient as now, I tried to get one started in Macclesfield. And subsequently with a view to teaching their half-timers fewer subjects certain managers asked the Department's consent to their being instructed in separate classes. I had to oppose the managers' scheme—it was impracticable owing to size, shape, and amount of rooms—and mine was not favourably received and had to be abandoned.

"When the teaching is effective and the master a good disciplinarian half-timers will do as well as other children, and they gain much in manners by being associated with them."

Elementary subjects.

In good infant schools and classes, the crux of teaching to read is now overcome and that without tears; the children, as they pass into the senior schools, having acquired fluency and expression in the reading of sentences containing easy words. In other schools and classes there is still room for improvement, but I think things are on the right track. In the senior schools I am glad to see that the use of school magazines is more coming into vogue. For learning to read well, however, time is required. Before a good style in giving effect to a passage can be obtained, the meaning and drift, and the relation between clause and clause ought to have been entered into thoroughly, and only when this has been done, can the proper marking of pauses, emphasis, and modulation be applied. All this needs time. And it must be remembered that when the pressure of fresh subjects urges, reading is the point where economy of time is first entertained. Very frequently reading in the higher classes is found to be correct, but a demand for greater expression has to be made. The mode of examination by books brought by the inspector, unless guarded against, also has its danger. A boy or girl, standing close to the examiner, naturally does not use the same effort to give distinctness of articulation as when standing at a distance in class. The latter method also is better adapted for the assumption of the upright posture and the expanded chest which are required for good reading.

The reproach which has hitherto been thrown against the system of the Code, that the restriction of spelling tests to the words of the actual books in use leads to the levelling down of the books to a point at which passing in spelling may be easily procured, is now happily obviated and has no longer any standing ground. Not many schools have, however, as yet availed themselves of the option allowed in the spelling tests of Standards II. and III. It is to be hoped that more will do so, and that by the new method, the labour pass in Standard IV. will be really found to be facilitated. It will still be necessary in giving a new reading lesson that the teacher should bring unusual words beforehand under the notice of the class, with blackboard illustration. The word-building method, whilst it will free the reading lessons from the interest-draining, syllabic repetition which too often at present prevails, and will leave more time for instruction in the meaning of the passages read, will be of itself by no means unentertaining.

Writing.

In writing, the vertical method seems to be gaining, and it appears to have, on hygienic and other grounds, much in its favour, provided it is not allowed to degenerate into a left-handed slope.

Arithmetic.

Arithmetic will not improve in our country schools until the teachers have been trained themselves to understand the underlying principles of the methods adopted and to acquire skill in the demonstration of the principles. This has just been forcibly brought home to my mind by a comparison of the answers given by acting teachers to a question in the school management paper on an object lesson upon vulgar fractions with those given by students from the colleges.

I append some remarks supplied by my colleagues.

Mr. Lomax:—

Reading.

"Some improvement has been effected in this subject, greater care having been taken to secure clear enunciation, but proper expression is not sufficiently cultivated.

Of intelligent reading, however, there is but little, and more determined and persistent effort on the part of teachers is needed, to get children to understand what they read. It is but seldom that they are able to give a synonym for an ordinary word in their reading lesson or to express the meaning of a phrase or sentence in their own words. Something might perhaps be done in the way of supplementing the vocabulary of the older children by teaching them the meanings of those Latin roots occurring most frequently in our English words.

Handwriting. "Handwriting is for the most part very good, and it is now a rare occurrence to find a school in which bad writing prevails. This, I think, may in some measure be attributed to the compulsory teaching of drawing.

Spelling. "Spelling is generally very good in the second and third standards, and the unseen tests are evidently bringing about an improvement in the spelling of the fourth standard; but there is a falling off in the fifth, which seems to indicate that spelling is occasionally neglected for composition.

Composition. "In this subject there is general improvement, egregious failures being very rare, whilst some of the exercises are very sensibly expressed, showing that in not a few schools composition is being not simply practised, but taught.

Arithmetic. "Decided progress has been made in arithmetic, the methods being much improved and much greater ability being displayed in dealing with problems. In the majority of schools in which the half time element is largely represented, a tendency to weakness is often seen amongst the children of the 6th and 7th Standards, who, being few in number, and taught in the same group as the 5th, do not always receive their due share of attention."

Mr. Fowler:—

Reading. "I do not think there is any subject in which one school differs from another more than in reading. In one you will find it fluent, distinct and intelligent, in the next, under similar conditions, it will be exactly the reverse. On the whole, though progress is being made, the number of schools where reading *at sight* is marked *as good or very good* is lower than could be wished.

"Hitherto the purely literary character of the instruction in public elementary schools has been the object of severe criticism. Of late the pendulum has been swinging in the opposite direction, and there is some danger that in the interests of popular science and technical and manual training, the literary side of education may be as unduly neglected as it has heretofore in the opinion of many been unduly fostered. The study of literature, literary culture, having as its object 'to open the 'mind, to correct it, to refine it, to enable it to comprehend and digest its know-'ledge, to give it power over its own faculties, critical exactness, sagacity, address 'and expression,'* must never submit to be relegated to an obscure place in the field of education."

Mr. Gleadowe:—

Reading. "Reading is generally satisfactory as regards fluency and accuracy, but intelligence, as tested by questions on what is read, still leaves much to be desired.

Writing. "Writing, often creditable, is in too many cases not as systematically taught as it should be.

Spelling. "The errors in the dictation of Standard IV. are decidedly more numerous than formerly, and a falling off is also to be noticed in Standard II.

Composition. "Composition is rarely well done.

Arithmetic. "Considerable mechanical accuracy has been attained, and problems are better and more generally attempted. But mental arithmetic in many cases shows no improvement, and I have still to complain of the use of fingers or even strokes and dots on slates. Do what one will it seems impossible to eradicate this bad habit, which is acquired in infant schools. I sometimes think written arithmetic must be altogether abandoned as far as infants are concerned.

Course S. "Course S. has been taken in two small schools. It has the advantage of restricting multiples, &c., in Stages I and II., but I much question its being persevered in."

Class and specific subjects. Grammar and geography at present hold their own as class subjects, with a growing tendency, however, to substitute history for one of them, and with the variation, somewhat less frequently adopted, however, than formerly, of needlework for girls. But elementary science is pushing its way, and under pressure of the new requirement of object lessons which will form an introduction to it in the lower

* John Morley.

standards, will no doubt in the near future take a more prominent place in the school curriculum. A few remarks on what has been done in this district in the way of promotion of science teaching, before citations are made from the reports sent in from the other districts of the division on class and specific subjects, may not be out of place here.

Until laboratory work is actually taken up, all that can be done by a class with advantage is to follow the teacher in any experiments that he may make in its presence. To this extent some very good beginnings have been made in this district in science teaching. At two schools, Derby Christ Church Boys, and New Mills Board, elementary science has been taken as a class subject with marked success. At the latter school chemistry is taught; at the former a more general curriculum is adopted. The instruction has been given as it ought to be given; excellent illustrations have been made the foundation of the lessons; clear language used; and care has been taken to lead up gradually from fact to inference. Lively interest in the lessons was evinced.

In these instances science was taught as a class subject throughout the standards.

In two other schools, Dethick Lea Board and Chesterfield Trinity Boys, geology has been taught in the higher classes; in the former as a specific, in the latter as a class, subject. The instruction is made practical by occasional excursions in the neighbourhood. Collections of stones and fossils have been made by masters and children, and an intelligent grasp of the subject has been obtained. At the former school especially, considerable enthusiasm has been aroused in the subject, while model lessons also on hygiene and human physiology, with illustrative apparatus extending even to a human skeleton, have been periodically given. The pupil-teacher at this school has gained special distinction in geology. In several other schools, also, elementary science has been successfully taught.

Last, but most important of all, the Derby Board has organised a carefully elaborated system of teaching in science for the boys of Standard V. and upwards in all its schools except that at Gerard Street, which is a higher grade school. The subject has been taken as a specific, in addition therefore to ordinary class subjects and the scheme was drawn up and the instruction supervised and partly given by Mr. G. Fletcher, who has quite recently been preferred to an appointment under the Science and Art Department. It is, perhaps, needless to say that under his superintendence the greatest care was taken that advance should be gradually progressive, and that the knowledge acquired should not be merely theoretical but based on actual observation and experiment, the meaning of which was fully brought home to the minds of the class. An excellent foundation was laid during the past year in Stage I., and many of the scholars will be now making way in the next stage, in continuation of the scheme drawn up by Mr. Fletcher, though, I presume, they can now be no longer under his personal guidance.

As the exception of the Gerard Street Higher Grade Schools from these science lessons has been mentioned, it may be well to point out that in the ex-standard classes held there, several subjects, such as chemistry, practical and theoretical, physics, &c., are taught, an excellent laboratory being made use of, and grants earned from the Science and Art Department, while the boys in Standards V.–VII. take algebra and French, and the girls in the same standards take French.

Lessons to teachers.

Besides these efforts in the promotion of science teaching, an important movement has been initiated by the Derbyshire County Council, which, though directed primarily towards use in evening continuation

schools, is intended to exercise, and doubtless will exercise, an influence upon the day schools. In three centres, Derby, Chesterfield, and New Mills, classes have been held by Mr. Fletcher for teachers of elementary schools, at which the teachers have not only been themselves instructed in the details of the science, but have also been shown how to make their own apparatus for the experiments to be shown to the class, and this frequently by more economical methods than they could have devised for themselves. The lessons dealt with the fundamental ideas of chemistry, physics, and biology, and the aim was to show the teachers how to construct simple apparatus out of homely materials, and how to use this in the performance of experiments so as to illustrate each point in a connected series of lessons. Last session there were 75 teachers in attendance at the three classes. The interest excited may be gauged by the fact that at Chesterfield and New Mills an increased number of teachers is applying for seats at the coming session, so much so that at Chesterfield it will be necessary to restrict admission to those teachers who have evening continuation schools. At Derby, where perhaps other means of gaining instruction exist, the number of applicants has fallen to a lower figure.

For the agricultural districts round Derby a parallel course is held for teachers, but in such subjects as are more suited to the localities.

It is to be hoped and may fairly be expected that these measures will not be without effect in the introduction of science teaching in the day schools, and at any rate it will tend to make the object lessons, which will shortly become an obligatory part of the day school course, more real and genuinely instructive. It is certainly very desirable that when these object lessons are introduced they should, as some of my colleagues urge, be given on some definite and well drawn out system. They should not overlap the infant school lessons, but should take up advanced ground, and should give methodised knowledge, such as in itself would be more useful than a mere miscellaneous mass of details, and they should form a preparation for further acquirement in the higher standards.

Object and Kindergarten lessons for lower standards.

Some of my colleagues express some misgiving as to the ability of the teachers of the smaller schools, already weighted with the comparatively recent addition of drawing to their curriculum, to find sufficient time in school hours for carrying out a scheme of instruction in object lessons, and for putting in train and superintending the actual manipulation of some "hand and eye" exercises, not to mention that time out of school will be required for thinking out the arrangement of such lessons, and making the necessary preparations for them. In the larger schools the difficulties will be much less, both because the teachers suffer less distraction arising from the necessity of overlooking several classes, and because the children, coming up for the most part from infant schools, where they have been well prepared, are more forward in reading, and are generally brighter and readier to adapt themselves to the reception of the teachers' directions. There can, however, be no question that the change was needed. A comparison of the time-table of the work of the first class of an infant school with that of a first or second standard in a senior school would show this at a glance. And even if it should be found that, in consequence of the intrusion of these new matters into the time-table, the children could not make way so well in the work laid down in Schedule I., and that it became necessary to avoid advancing them so quickly as would otherwise have been done in the standards, the result would not be one to be altogether deplored.

Action of Derby Board.

I am glad to be able to say that steps are being taken in good time by the Derby Board for the organisation of kindergarten teaching in the

lower standards. The work will be placed under the superintendence of a master who holds both an Art certificate and a City and Guilds' certificate, and who has been commissioned to visit London and some other towns in order to gather experience from the systems there adopted. Manual instruction will also be given to the upper standards under his direction. The board also intends to start evening classes in both courses for teachers, the advantages of which will be made open to voluntary schools.

Specific subjects.

Of specific subjects, the one most frequently adopted is algebra. This is certainly a very useful subject in many points of view. Many of the scholars proceed to the second stage—a few to the third; but even if the first stage only be taken, the mental training in opening the mind to abstract conceptions of number, and the light thrown upon the operations of arithmetic by the study, are valuable. At one school, Gerard Street Higher Grade, French is taken. The value of this is more questionable, since very few of the scholars advance so far as to be able to construe an easy sentence of French by themselves. Many of them do not proceed beyond the first stage, and, taking it up for the first time without any previous preparation, are unable generally to gain such an accurate acquaintance with the subject in the limits prescribed as can be really of any practical or educative use. The choice of the subject may perhaps be due to the ambitious desires of parents belonging to a somewhat higher social scale than that of most of the parents of the children who attend elementary schools.

At the Derby Diocesan Practising School, however, a better system is just being introduced by the active Principal, which is clearly based on the right lines and will probably be found to answer well. French is begun in the way of occupation, even in the infant school, by teaching the French names of persons and objects; and in a somewhat similar manner, and with sundry devices whereby the children are induced themselves to learn and make use of French phrases, the plan is carried on in the lower standards of the girls' school. By this means, besides that the difficulties of pronunciation are overcome more easily, preparation is made for the introduction of the study as a specific subject in Standards V.–VII., and what is at present a mountain of difficulty bids fair to be converted into a mole hill.

Mr. Lomax :—

"Class subjects are on the whole well taught. Grammar and geography are the two subjects generally presented for examination. In girls' schools and in mixed schools where the girls attend in large numbers, needlework is often taken instead of geography. In five or six schools elementary science or history takes the place of grammar."

Mr. Green :—

"In girls' schools where history or geography or the two combined have been taken some very satisfactory results have been obtained, and I wish more mistresses could be induced to take up these subjects. No doubt elementary science or some science subject will in the future be more common in the lower division at any rate. Some science subjects have already been taken with marked success."

Mr. Colt :—

Class subjects

"Geography has been substituted for grammar in the girls' schools at Burton and elsewhere with happy results. The girls take more interest in it than in the former subject, attain considerable success in it, and we do not find the composition to have deteriorated in consequence of the change, but grammar is still taught in such cases though not as fully as if it were presented as a class subject.

"History is taken up in some schools, the science of common things in a few. When the latter subject is presented the instruction has been given in accordance with a graduated scheme previously approved.

Specific subjects.

"Algebra, animal physiology, and domestic economy are taken by the Burton Schools, hardly anywhere else, agriculture and shorthand appearing in a few cases."

Geography.

Mr. Kynnersley:—

"Thanks to the improvement, and to the diminution in price, of school maps, geography makes good progress. Even the geographical readers have improved. Two years ago there seemed a hopeful prospect of more general use of the optical lantern for teaching the subject. Perhaps half-a-dozen schools still make use of it, and in the continuation schools it is much used. In girls' schools in the district, geography is too seldom attempted, in mixed schools where geography is taken by both girls and boys, the girls seldom do tolerably well. If this is peculiar to west Cheshire, then it must be the fault of the examiner.

Object lessons.

"Object lessons are already part of the ordinary course of our best schools, and it will now be easier to control them. Three general schemes have been suggested: Physical Geography, Natural History, and Food and Clothing. The principal rule that I have urged has been that there should be a general plan and purpose running through the whole course selected, and that each lesson should have relation to the syllabus. A lesson on a penny is instructive, so is a lesson on a cat, if the teacher knows more about it than the class does. But these 'objects' are not *ejusdem generis*. If we are to follow Fröbel let us begin with his doctrine of unity in all things that we teach. And, therefore, I have advised that, the first lesson of the course being preparatory, the following lessons should be based on what the children already know, and should carry them through correlated subjects."

Pupil-teachers.

Experience in regard to the value of the central system of instruction for pupil-teachers is gradually accumulating.

In Derby two centres are held: one under the auspices of the school board, the other under the Church School Council. I took occasion during the year to pay an unexpected visit to each of them, and at both I found the lessons going on properly and the classes orderly. The instruction was being given systematically and in accordance with the time tables drawn up by the superintendents of the classes. The board has of course several advantages over the council. In the first place, it is better able than the managers of voluntary schools can afford to do, to allow its pupil-teachers time out of school hours for private lessons, and this regulation, besides its direct effect in making less demand on the energies of the young people, has also an important indirect effect in attracting candidates of superior stamp. This is strongly felt by the committee of the church council, who accordingly are now impressing upon their school managers the necessity of granting their apprentices some part of the school day for private study. Further, the board has the inestimable advantage of being able, from the funds at its disposal, to employ a very competent superintendent, who gives his whole time to the organisation of the scheme. This the council is unable to do, and, indeed, the numbers at their centre would perhaps hardly be large enough to warrant them in attempting it, even if they had the necessary funds. The church centre has not been sufficiently long at work to allow an opinion to be formed of its success. The statistics furnished me by the superintendent of the board's centre give a comparison of results which speak well for the educational advantage of the central system when administered as it has been by the Derby School Board. These are as follows:—

Results of the Examination of Pupil-Teachers.

	Per-centages of Passes.		
	Well.	Fairly.	No Grant.
1889 (no centre classes) - - -	13	57	30
1890 (first year of centre) - - -	19	69	12
1891 - - - - -	58	42	—
1892 - - - - -	59	37	4
1893 - - - - -	79	21	—
1894 - - - - -	66	32	2

Of 28 candidates from the board schools at the Queen's Scholarship Examination in 1892, 22 were in the first class, six in the second.

No candidates were sent up for Queen's Scholarship in 1893, the indentures having been all extended.

Last July nine were presented; of whom seven took a first class, one a second, and one a third.

The head teachers under this board are responsible only for superintending the teaching of the pupil-teachers. The instruction is given wholly at the centre at stated times in the week and on saturdays. At Burton-on-Trent, on the other hand, the instruction in ordinary subjects is given at the several schools by the head teachers, but drawing, science, vocal music and drill are taught by specialists on saturday mornings at the centre. The connection between the apprentices and the head teachers is thus here maintained—a matter which must be allowed to be of considerable importance—and the scheme has been highly successful in obtaining good places at the Queen's Scholarship Examination. In 1893 out of 18 presented 13 appeared in the first class, five in the second. In 1892 the achievements were still better. It is possible that the smaller boards and voluntary managers may find it most to their interest to adopt a similar scheme.

An important adjunct to the usefulness of the centre of the Derby Board has recently been supplied in the shape of a goodly number of volumes, intended as the nucleus of a reference library, for the use of the pupil-teachers and also of the assistant teachers, who, by a wholesome regulation of the board, are expected to attend at the centre and under the guidance of the board's superintendent to prepare themselves for the certificate examination.

Mr. Colt thinks that if the whole of the instruction of our apprentices is to be given under the central system, we shall rear a generation of bookworms who will not be apt teachers.

"Managers would do well in their own and their pupil-teachers' interest to arrange that a pupil-teacher should not be confined throughout her career to teaching one standard.

"It is now quite possible for a girl to spend four years as pupil-teacher, become an assistant, then certificated as an acting teacher, get her parchment, and go as head teacher to another school, never having taught any standard higher than Standard II. in her life. This, as anyone knows who has had to engage assistants, is not an exaggerated statement. There is something to be said in favour of a pupil-teacher teaching Standard I. in her first year and following her standard each year; on the other hand objection may be offered that if the girl is a weak teacher some children suffer throughout her career.

"Some head teachers do not look with favour on the pupil-teacher system, and some managers do not pay proper regard to the advice and opinions of their head teachers in the selection of candidates.

"In speaking of the attainments of pupil-teachers a broad line must be drawn between those taught under the central system and those who are not. The latter supply the bulk of the lower half of the Queen's Scholarship test and of the failures. Many such I have watched through their career with a feeling that their case was hopeless from the first. In the case of many others I have felt that a stronger sense of responsibility on the part of all concerned in their progress might have redeemed them from final rejection or relegation to the increasing phalanx of teachers under Art. 68."

Mr. Fowler :—

"Central classes, open in most instances to voluntary as well as board school teachers, have now been started under two or three boards, but so far these have not proved very successful.

"In Hanley, for instance, where they have been established longer than in other places, the subjects are divided among certain head teachers. This is not regarded as entirely satisfactory by the teachers themselves.

"Some objections to the system as at present existing are :—

"(*a.*) That the pupil-teachers seem to be worked too hard. On the days when they attend evening classes they might with advantage be relieved of some of their teaching work, and they might sometimes be allowed the *whole* of Saturday to themselves.

"(*b.*) There is, also, too much writing and answering questions on paper. Pupil-teachers have complained that insufficient time is left them for working at their own subjects and for general reading.

"Where central classes do not exist a good deal of use is made of what are called correspondence classes.

"These are, no doubt, useful at the end of the year, but, if not cautiously worked, they are apt to press somewhat hardly on the pupil-teachers, and a good deal of time is spent over them.

"I have sometimes thought it would be an improvement if several of the towns and local authorities in the Potteries could combine and initiate a *first rate* system of central class teaching.

"The difficulties of country schools are, of course, extreme, but some attempts might be made here also, where circumstances permit, to join together for instruction."

Mr. Kynnersley :—

"The central class in Birkenhead gives excellent opportunities of instruction, and I notice in the third year papers a great improvement in the quality of the work, especially in English, geography, and history. But in spite of the care that is taken with them, very few Birkenhead girls are placed in the first class in the Queen's Scholarship Examination.

"In Chester there is no central class, but the Grosvenor Museum provides instruction in all the science and art subjects. That the Chester apprentices do so much better than their Birkenhead colleagues; that in Chester the girls do better than the boys; and that the Chester Church schools do so much better in this respect than the rest—all these are mainly due to the personal supervision, encouragement, and assistance which these fortunate girls receive."

Mr. Gleadowe :—

"My district does not show up at all well in the scholarship list.

"No doubt we labour under disadvantages as compared with other parts of the country. The pupil-teachers have no classes to attend, and we have not staff enough in our schools to allow them to work only half time.

"But I think we should do better if the schools were not so often staffed with assistants, and if managers and teachers would trouble themselves a little more in nursing and bringing out suitable candidates."

Mr. Turnbull has received letters from some pupil-teachers, giving an account of their daily work, which show, besides the 25, or nearly 25, hours of school work on five days of the week, the employment of from three and a half to six hours a day in study, and from three to five hours on saturday. He adds :—

"Is it out of the question that the half-time system, whatever may be its merits as applied to scholars, should be rigorously enforced with regard to pupil-teachers?

"The time-table of the school might be so arranged as to place all the severe intellectual work in the morning, and to give the afternoon (which need not be very long) to such matters as drill, singing, &c., in which an experienced adult teacher could take great numbers without the help of a pupil-teacher. If this be impossible, some modification of it might be carried out."

Infant schools.

Infant school routine was so largely dealt with in my previous report that I may be content on this occasion, perhaps, with quoting a few valuable lines on the subject supplied by Mr. Colt.

Mr. Colt :—

"No part of my duties is pleasanter than to examine a well-taught infant school, and no pleasanter part of the examination than to watch the happy faces of the little ones when going through their musical drill or when engaged in Kindergarten games. Some persons may fancy, now-a-days, that this is all play; so, indeed, much of it is to the children, but they are unconsciously learning those habits of precision and observation that are so valuable afterwards. Again, well-arranged

and illustrated lessons on objects, form and colour, and number are invaluable if children are encouraged to feel and handle objects, and do a lot of the work themselves.

"The improved furniture and apparatus have been before referred to, and it only remains to note that the effect of Art. 73 will prevent unwieldy classes being entrusted to single, and often very young, teachers."

Mixed schools.

One kind of change in the constitution of schools—of questionable advantage—has recently become somewhat frequent; I mean the merging of a boys' department and a girls' department into one for boys and girls mixed. In some cases the change has been made voluntarily by managers from motives of economy, in other cases it has been found to be the only way out of the difficulties involved in the endeavour to bring unwieldy premises into conformity with the wholesome requirements which have recently been insisted upon, and to be practically unavoidable. From one cause or another it seems probable that similar conversions may become not infrequent. Opinions differ upon the question whether congregation of boys and girls is advisable in our schools. Whether the presence of the female element exercises a benign and softening influence upon the harsher sex without itself receiving injury, or on the other hand the rough, or worse than rough, manners of the boys are sure in the long run to predominate; this will be determined to a great extent by different persons in accordance with their own idiosyncrasies. Experience exists indeed, deductions from which, it might have been supposed, could be ascertained; but as the results are not always palpable, and as the experiments are tried under varying circumstances, some doubt must always remain, and answers which are given must be affected to some extent by prejudice. The matter, however, is one of some importance, and one on which, especially as the mixed system is likely to be on the increase, all who are interested in the moral welfare of our children should keep a watchful eye. In America, it may be remembered that Bishop Fraser reported that public opinion, though not unanimous, was on the whole favourable to mingling boys and girls in the primary schools. In New York the general system seemed to be to have a mixed primary school with separate departments for older boys and girls either in the same building, or, which is thought preferable, in different localities. Yet even the principal of one of the most esteemed high schools near Boston considered after 16 years' experience that the mingling was distinctly advantageous, and that in consequence of it the children seemed to meet more on the footing of brothers and sisters.* The genius of American institutions may, however, demand greater freedom, and withal ensure greater safety than our more primitive social habits can tolerate or guarantee. Most of our own country schools after all, and a fair proportion of our town schools are of the mixed kind, and, though managers and persons who have to come into daily contact with the children and watch them as they grow up into manhood and womanhood may be best able to give an opinion on the actual results of the mixed and the separate systems, and to say whether or not companionship of boys and girls in school is a healthy prelude, under favourable circumstances of course, in respect of discipline and control, to the social relations in adult life, still the Inspector is able to form a pretty good idea of the tone that prevails in a school, and can judge pretty well whether the mutual regard is a little too free, or is characterised by something of shyness and constraint. It is a good sign amongst us, even if it would not be thought so across the

* Report on the Common School System of the United States and Canada, by Rev. J. Fraser, p. 95.

water, when, upon a class of lads and lasses being called up together for a common oral examination, a sort of atomic repulsion appears to exist between the two portions of the class, so that a considerable amount of elbow room is left where the two approach each other. On the part both of boys and girls there is a sort of natural timidity and bashfulness which keeps them apart. This is a healthy sign. On the other hand, there are schools where the want of retiringness in school does not speak hopefully for the nature of the relation that must exist outside. The influence within the school walls brought to bear day by day, and having the sanction of authority, cannot fail to produce an impress for good or for evil on the life outside. Whether the children meet together in school or go into separate buildings, scope remains on the way to and fro for misconduct and rough manners. From time to time in the log-books occurrences of this kind and complaints made by children are noted, and reprimand or punishment is mentioned as being meted out according to the circumstances of the case. This is of course as it should be, and may happen in the best of schools, though less likely to occur where it is known that severe notice will be taken. But where discipline is lax, where, even without flagrant disorder, whispering and talking are allowed, where movements in changing lessons are not carried out in an orderly way, and the system of lessons is not such that each child knows always what he has to do and is kept fully employed, where the influence of the master's eye is not felt, irregular habits and practices soon creep in and, under cover of these, it is impossible to say how much of evil may not be allowed shelter. The responsibilities of managers are no doubt serious, but, especially in mixed schools, it is of immense importance that they should be careful to have disciplinarians at the head, and to keep this consideration in view when a new master is being appointed.

Mr. Lomax :—

"When I took charge of this district schools with separate departments for boys and girls were few in number; they are fewer still to-day, and can be counted on the fingers. This I regret much, inasmuch as in the few girls' departments that remain the order and tone are so very pleasing and the general efficiency so creditable that one visits them always with a sense of unmixed satisfaction. There was a time when I was of opinion that the objections to mixed schools were rather fanciful than real, but a long experience has led me seriously to modify that opinion, and I should gladly hail the day when separate departments might again become general wheresoever the numbers on the rolls warranted it. That ideal picture of girls exercising a humanizing and refining influence upon boys has little or no place in the ordinary mixed schools of this district; on the contrary, the stronger nature of the boy asserts itself, and the girl is mostly dragged down to his level in tone and manner and speech. For the present, unfortunately, considerations of economy are so powerful as to preclude the possibility of separate departments becoming more general."

Mr. Colt :—

"I have very frequently, on managers' grounds, to amalgamate the boys' and girls' departments. There seems to be no objection to this provided that as far as possible the sexes have separate playgrounds.

"Indeed it is open to question whether each sex does not benefit by such an arrangement. The influence of the girls should soften the roughness of the boys, while the quickness of the girls brought under the boys should not surpass them in their common work. Thus at Burton, where geography was taken as a fresh subject by the girls two years ago, their work both last year and this was quite equal to that of the boys."

Mr. Kynnersley and Mr. Fowler agree in the reasons assigned by Mr. Lomax for the condemnation of the mixed system. Mr. Sewell also is of the same mind.

Much public interest was excited in Derby and in the county last autumn by the prospect of the introduction of the new evening school scheme. At least three public meetings, attended by several hundreds of people, were held in Derby in order to inaugurate the new system, and endeavour was made by the speakers to impress upon the listeners the importance of maintaining a steady attendance to the end of the evening school session, and of not allowing the stream of enthusiasm which had suddenly burst forth to lose itself speedily in the sands of indifference. Evening continuation schools.

To a considerable degree the hopes that were then raised have been satisfied. This may be seen from the large increase in the number of evening schools and from the large number of reports, amounting to 521, which in the various classes and subjects had to be made. In the session for 1891–92 there were 23 evening schools examined; in 1892–93 there were 30 evening schools examined; in 1893–94 there were 105 evening schools examined.

Similar increase in the number of evening schools is noted by several of my colleagues.

A healthy sign at the beginning of the session in Derby was the desire shown for really educative subjects. The time-table of one large school in particular, on which for the sake of fascinating the young people a goodly *rôle* of merely recreative exercises was placed, had need to be amended, wholesome and nutritious food being demanded in place of the confectionery plum! Another healthy sign was the presence at the classes of men of middle age. These came with an earnest purpose; they meant business, and not play. Besides the impression of a real desire for the acquisition of knowledge which their zeal threw over the classes, they were also useful in forcefully repressing any sportive tendencies which might be exhibited by their more youthful companions. With the view of testing the interest in their work shown by such aspirants to knowledge, my staff occasionally asked them, as an exercise in composition, to write a few lines on the subject of recreative evening schools, and their efforts in reply show a strong appreciation of the benefits they were receiving from the new system. A few specimens of these may be worth culling. One candidate points out very truly that "it is a well-known fact that if a boy leave school, and in the "course of about two years he be asked a few questions, it is surprising "what he has forgot"; hopefully adding, "a few nights at the evening "school, however, and it soon comes back." Another, with better sense than grammar, writes: "Life and Duties of a Citizen is to mea pleasure; "we learn the past and present history of our country, its Government, "central and local; when we consider our present position with the "Saxons' times it creates a feeling of admiration for those who have "worked out such reforms." "Necessity has induced me to attend," writes a third, "as I had almost lost all my previous schooling, and "having been under Mr. —— before, I knew I should lose nothing by "my attendance." The logic is here not very strong, and it is to be hoped that adult attendance was more productive than that of school time in permanent result. These quotations exhibit instances of the need of reviving the knowledge that had once been gained and was in danger of entirely ebbing away, but in many cases a more genuinely continuative course has been found appropriate.

These extracts lead one to hope that the importance of long continuance of children at school will be better acknowledged by parents hereafter, and that the object of attendance will be no longer held to be the acquisition of power to pass the labour test, but of power to enter

with intelligence into the arena of life, and into some of the varied intellectual pursuits which now offer to all who seek for them.

The accompanying extract from an address given by the chairman of the Belper School Board views the subject in the right light, and is, I think, worthy of being quoted:—

"Continuation Schools.

"This question has occupied the attention of school managers all over the country. Our board, with others, took it up, and opened six schools in various parts of the town. The first few weeks all the schools were well attended, it was a new thing and young people made a rush into the schools, but after a time they left. Belper was not the only place where this occurred. The two schools at Long Row kept up very well to the end of the session. I am sorry to have to report a loss of nearly 60*l.* on these schools, which will have to be paid out of the school board rate. But I think we have created a demand for these schools, and if the young people of Belper could only see and feel the importance and the pleasure and benefit to be derived from attending such places, our schools would be crowded, and our young men and women would go into the battle of life better able to fight the battles of life. We have done as well as most other towns, and we must not be discouraged at our first effort being to some extent a failure in some parts of the town. After attending the examinations of all our schools during the past week, I am more than ever impressed with the feeling that continuation schools are a real necessity, and that if we run them at a little cost to the ratepayer it is money well spent and will in time return good interest."

My assistants, who have conducted most of the examinations, have at my request supplied me with some observations giving the results of their experience in the district.

"There has been a considerable increase in the number of evening schools opened in this district during the past year. In 1892–93 there were 30 evening schools examined; in 1893–94, 105.

"This increase has been brought about by—

"(1.) The changes in the Evening School Code.

"(2.) The action taken by the technical education committee of the Derby County Council and some school boards in encouraging the formation of classes and in guaranteeing them financial support.

"At the opening of the classes, as might be expected, the country attracted a large number, but those with little desire for self-improvement soon ceased to attend. The large proportion which in some cases fell off greatly discouraged the teachers, and had it not been for the guarantee as to the teachers' salaries afforded by the county council and the school boards some of the classes would have collapsed early in the session.

"This falling off in the attendance took place soon after the session commenced. Afterwards the numbers were on the whole well maintained. In many cases the schools the difference in the attendance at the first and second visits did not exceed 10.

"In small classes in the country the numbers in attendance have been better maintained than in the schools in the large towns. In these classes the scholars have had the advantage of the master's undivided attention, and greater sympathy has existed between the teacher and his class than is possible in large schools. The teacher knows each student and his capabilities more intimately than can be the case with large numbers. In villages, too, the attendance is more regular, as other attractions are fewer than in the towns.

"The elementary subjects were taken in nearly all classes, arithmetic, particularly being a favourite subject with the pupils. Drawing, also, was a popular subject, and elementary science, geography, shorthand, domestic economy, and needlework were much appreciated.

"In some instances too many subjects have been attempted for the number of teachers and scholars and the time at their disposal. The result has been that insufficient time has been given to each subject, thus causing unsatisfactory work in each, and the scholars have suffered, frequently, by loss of grant. The total number of hours which can be spent in an evening school [illegible] Where this limit has been exceeded by a few days first sessions the results have been unsatisfactory.

"In some schools useful evening lectures have been delivered, and where these lectures given, as used to be the case, by well-known men, they have been the means of increasing the interest of young people in evening school work. There is no doubt that these

attractions have been beneficial as regards attendance, but the onus of providing the means of entertainment has seriously increased the work of the teacher.

"On the whole, the schools have been conducted with a considerable amount of success, and the progress made by the scholars was distinctly creditable to the teachers."

Mr. Green :—

"The teachers in most schools get this payment out of the grant. The assistants in Nottingham are, I believe, paid by time. But from whatever cause it arose, I regretted to notice an unbecoming eagerness to obtain a high grant, an eagerness which in one case, at any rate, was attended with very untoward results. I have stated before, and still maintain, that the need for these continuation schools is not nearly so great in the towns as in the country, but I need not repeat what I said at length in my last report. The question of obtaining suitable teachers is a serious one. The suitability of any day school teacher is open to question merely on the ground of physical capacity. Head teachers inform me that evening school work is prejudicial either to the health, or the day school work, of their assistants, and not unfrequently it is prejudicial to both. Whence is a sufficiency of teachers to be procured if not from the day schools?"

On the subject of evening schools Mr. Turnbull urges that teachers employed in day schools should be prohibited from teaching in evening schools.

He also wishes attendance at evening schools to be made compulsory up to a certain age upon children who have left the day school.

The subjoined remarks by one of his assistants are of interest :—

"At Wall Heath the scholars were so anxious for the continuance of their classes that they had petitioned their teacher to keep open for three weeks longer than he had intended.

"At Willenhall Central Board School (Evening) very interesting lessons were given on the life and duties of a citizen, followed by discussion amongst the scholars, and the knowledge of the subject displayed by rough lads would have done credit to many in a higher position in life. The teacher had also tried to induce a habit of self-instruction by adding a question at the end of his physiology lessons which could only be answered by reference to books which he specified. This had answered well."

Classification.

With a view of testing the use which has been made of freedom of classification, all the examination schedules of schools of one month of the past year in my own district were compared by myself and my staff with the corresponding schedules of the previous year. The conclusion drawn from this test was that in the great majority of schools, the liberty had been fairly used. There were, however, a few cases where undue advantage seemed to have been taken.

Managers.

This is but one of many points in which the increased interest now taken in elementary schools, and the increased demand for efficiency, tend to throw an increased responsibility upon managers. In greater regularity in examining registers and verifying returns; in better superintendence of the arrangements made for pupil-teachers; in determining questions between head teachers as to the propriety of advancing children from the infant room or allowing them to be retained; in meeting the present demands for good structural arrangements of premises, and for a proper distribution of staff, a heavier burden is cast upon them than was formerly the case. The position is, however, on the whole, cheerfully met, and the time and labour thus voluntarily bestowed are, I sincerely believe, repaid, and felt to be repaid by the increased interest in the important subject of the training of the young which is thus aroused. One great difficulty which managers have to fight with at present is the dearth of assistant teachers. This is especially felt in the colliery parts of my district.

Mr. Fowler complains of the want of interest shown by the members of school boards in his district. In my own district, although much is left, and very properly left, in the hands of a clerk or secretary, the larger boards, at any rate, are more alive than was formerly the case to the importance of the work, and valuable reports on the state of the schools, testify to their sense of it.

Mr. Fowler:—

"There seems to be, undoubtedly, a gradual increase in the average age of children in infants' schools, and especially in the lower classes, so that many infants are transferred to the schools for older scholars without having passed through the upper division of the infants' school at all.

"Occasionally cases have occurred of children being presented for examination in standards differing from those in which they are classed according to the registers, *i.e.*, children are promoted and then put down, sometimes just before the end of the school year."

Mr. Gleadowe:—

"Liberty of classification is very sparingly used in the upper departments, and only as a rule for arithmetic. Parents object strongly to their children being kept wholly back in the same standard, unless it be the one recognised for partial or total exemption. Again, cross classification does not suit teachers. It is found to militate against exact discipline, and to entail a good deal of care and trouble in framing the time-table. In infant schools, where no difficulties of this sort arise, I notice a tendency to use the liberty rather freely."

Cookery.

It seems questionable whether the lessons in cookery are always given to the best advantage. The visits of the Inspectress to one district and another, as she is able to find time to make them, will no doubt tend to put things in better train.

Mr. Sewell:—

"The want of some sort of review of the lessons by a competent examiner tends to a certain listlessness and general business in both teachers and taught."

Mr. Kynnersley:—

"Cooking classes are increasing in number. Some are formed, I fear, for the curious reason that instruction in cookery is a condition precedent for the drawing grant, but this is the view rather of the teacher than of the manager. In Chester there are only two girls' schools which have not established classes, and even with these the difficulty is only want of room, or distance from the central class-room. I have often been present at the lessons, and, so far as I am capable of judging, the instruction is thoroughly simple and useful. In Birkenhead there is a great want of a central class-room. The teachers do not much like sending their girls to lessons outside the school premises, but an ordinary class-room is not a fit place for such special purposes."

Mr. Turnbull:—

"The following remarks from the Annual Report for 1893 of the industrial classes of the Dudley 'Ragged' School deserve attention. (This is an institution teaching cookery and laundrywork and needlework.)

"'Elder girls feel very much the superiority of the knowledge obtained (about cookery) by their younger sisters, knowing they have not had the same advantages . . . they express their desire to attend evening classes.

"'We advocate simply the way a breakfast, dinner, or tea should be arranged, without the general way of putting all things in the middle of the table for each member of the household to help themselves.'

"'This institution has had pupils for laundry and dress-cutting from four ancillary grant schools in Dudley, and in cookery from five.'"

Musical drill is generally practised in infant schools, but caution is needed to ensure that it shall not be merely an amusing rhythmical exercise, though regulated precision and modulation of movement, being something akin indeed to music, has a mental effect which is not to be despised. A directly beneficial physical effect ought, however, to be aimed at, and the expansion of chest and development of the growing framework of the body ought to be assisted by the habitual exercise. This, however, will not ensue unless the proper postures are carefully insisted upon. Musical drill.

In senior schools, regular drill, which has lately fallen much into abeyance, will now, under pressure of the Code, take its proper place.

Swimming is regularly taught under some boards, and at one of my voluntary schools, Derby Christ Church, a swimming club has been set on foot, the managers supplying some little pecuniary aid, and the effect on the attendance is said to be sensible.

Mr. Fowler makes some remarks on school hygiene. This is no doubt an important subject, and one to which the attention of the children may well be directed in their school life in the hope that the principles imbibed by them may be applied by them afterwards when they have homes of their own. The means taken to render the schoolrooms healthy, pleasant, tastefully ornamented, and comfortable, will, in many cases at any rate, not be forgotten in after life.

I have seen in some schools excellent drawings, copies from Landseer, &c., executed by the boys. These are taken home by them, and help to improve the home taste and to strengthen home feeling.

I attribute great importance to the 10 minutes for recreation which is now required, and which I hope is intended to be interpreted as out-of-door recreation, when weather permits. A double advantage will accrue from it. The children's brains and lungs will be refreshed and invigorated by the access of oxygen, and they will be able to work in school all the better for it, while opportunity will also be given for cleansing the atmosphere of the school. I am informed that simple machines are made by which the condition of the air of a room can be tested. I should like to see one placed in every school. Recreation.

Mr. Gleadowe:—

"Musical drill is very general in infant schools and very popular with the children. But the exercises are seldom so practised as to give the little ones much physical training. Perhaps with so young children this can hardly be expected. Drill.

"In schools for older children it is most exceptional."

Mr. Fowler:—

"A leading authority on hygiene and sanitation, Sir Douglas Galton, has lately recommended as a means of practical hygienic training that pupils in elementary schools should be taught to clean every part of the school premises, and should thus be trained to realise practically the dangers of dirt. He specially urges the importance of our school children being taught personal cleanliness, because it is only through them that it can be introduced among the population generally. With this end in view he suggests that baths should be added to every elementary school, and that the children should be compulsorily made to wash at least once a week. School hygiene.

"Of the desirableness of both these suggestions there will be little doubt. How school boards, and especially voluntary school managers, would receive them, we may leave to the imagination."

Every educationalist knows that no part of the environment of a child is without an influence, unconsciously received though it may be, upon his opening faculties, and that no more important question can be asked than this: What is the influence upon him, mental, physical, and moral, that has been exerted? What advantage has been taken during his enforced presence in tender years to elevate him in every way and to General influence of our schools.

prepare him or her for the battle of life? It is much to be hoped that parents will become more and more conscientiously alive to the duty of extending the years of attendance at school, but the early age at which children often leave at present renders it the more imperative that as much as possible should be done for them while they are at school by an economical use of the school time, by recognition of the mere preparativeness of the means placed in the hands of the educator, and by fostering such habits as will affect the after life for good in every way.

Visits in division.

I have now only to add that I have just been able to find time during the three years of my residence in Derby to pay one short visit to each district in the division, and to thank my colleagues for the courtesy they have shown me on these occasions, which I venture to hope have been mutually helpful and advantageous.

I have the honour to be, &c.

C. H. Parez.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1894, *by* E. H. BRODIE, ESQ., *one of Her Majesty's Chief Inspectors, on the* SCHOOLS *in the* SOUTH-WESTERN DIVISION, *comprising the Counties of* HANTS, DORSET, DEVON, *and* CORNWALL, *and the* CHANNEL ISLANDS.

MY LORDS, January 12th, 1895.

I HAVE the honour to submit the general report for this division for the year ending 31st August 1894.

SUPPLY, BUILDINGS, &c.

Mr. Wilkinson. Mr. Wilkinson writes at length on this subject. As to Torquay, where two British Schools were somewhat suddenly shut last January, the deficiency of accommodation thereby caused is at present being considered by the Department. Much has been done of late to enlarge and improve old school buildings on the whole with little friction, and with much ultimate satisfaction both of managers, even when first opposed to the improvements, and of teachers, "wonder not seldom being "expressed that the old state of things had been allowed to go on so "long." He reports contemplated enlargements of buildings at several places, and the formation of a new board at Bradninch, which has taken over the old National and British schools. He finally reports the existing accommodation as nearly every where sufficient. but also observes that there is some overcrowding and a tendency to squeeze too many children into small class-rooms, the main room being at the same time left comparatively unfilled.

Mr. Wilde. Mr. Wilde thinks that "Circular 321 has been most useful. There "are few schools which have not been very much improved by it. "Even the managers, who naturally did not like having to find "the money, have one and all, I think, rejoiced when the alterations "were completed, and wondered how they could have gone on so long "with the old arrangements." With the exception of Portsmouth all the parishes of his district are amply supplied with school accommodation. Portsmouth is a rapidly growing town, and the school board can scarcely keep up with its increase of population. Voluntary effort has supplied Gosport with a large new school of three departments for 775 children. Havant having failed to supply its wants, a school board has been created, and is now doing it.

Mr. Codd. Mr. Codd reports four new schools as either built or building, many new class-rooms, and much improvement by additions to the existing fabric or structural alterations, new cloak-rooms, and the bettering of sanitary conditions. "The interiors of schoolrooms might be rendered "more attractive. The craze for advertising pictures has been checked, "but those of any educational value are slow to take their place. "Playground accommodation remains as it was, and not more than "two or three schools provide gymnastic appliances. Rural children, "whose leisure is mostly occupied by making themselves useful, have "little idea of games, and would require to be taught how to use these "appliances." But to the last observation I can but add, the more need, then, to teach them.

Mr. Burrows. Mr. Burrows dwells on the abnormal and sudden increase of population in Southampton and its suburbs, and at Eastleigh, caused by the rapid extension of the rail and shipping companies. "Large new

" schools are being erected, existing schools enlarged, and yet the " accommodation lags behind the requirements. In the Isle of Wight " there is an increasing population, but more steady and normal in cha- " racter." He reports better sanitary arrangements in the older schools both in town and country, and " managers of all kinds of schools have " courteously and readily accepted official advice as to improvements."

Mr. Greene. Mr. Greene writes:—" The two past years have been a period of " remarkable activity in all that concerns the supply of school accommo- " dation. The establishment of a definite standard for buildings has " thrown into strong relief the defects of the older schools. Some few " have succumbed entirely, others have been largely re-constructed, and " nearly all have made good minor shortcomings." He notes much money spent in Salisbury and Winchester on repairs, additions, and improvements, and in the latter city a curious co-operation of all the voluntary schools, consisting of ten Church of England, one Roman Catholic, and one Wesleyan, all willingly rating themselves to a common fund for these purposes. " In the country parishes managers have " mostly responded liberally and promptly to the many calls made on " their resources."

Mr. Mostyn Pryce. At Bournemouth, according to Mr. Mostyn Pryce's remarks, voluntary effort still continues to meet the wants of the increasing population. New schools are immediately needed at Swanage; a school is needed at Goathorn, and a new school at Sopley for 60 children on account of the closing of the British School. The rural population continues stationary.

Mr. Cowie. Mr. Cowie mentions several new schools as either built, or building in various parts of his district, amongst them a boys' higher grade school at Devonport, and another higher grade both for boys and girls at Plymouth (in both cases erected by the School Boards). He also mentions many minor improvements similar to those already recorded in the other districts, and the useful stimulus of the Circular 321.

Mr. Marvin. To the same effect Mr. Marvin, who succeeded to Mr. King's district in February 1893, writes from Cornwall:—

" The great majority of the schools, except those quite recently built, have had " some alterations to carry out. . . . . The requirements have been met in nearly " every case with thoroughness and goodwill. . . . . In a year's time the school " buildings here will be very fairly satisfactory."

Mr. Brodie. In my own (Exeter) district the same progress must be reported. A splendid school for boys and girls has been built at Lyme by the efforts of the late clergyman, who has now removed to Salisbury.

At Honiton, where I was obliged to condemn the British School for its insanitary condition, and other reasons, the National School has been enlarged by voluntary effort to meet the deficiency. A large and well-appointed infant school has been erected in Rack Street, Exeter, as a feeder to the central schools, by the managers of the latter, and save where new schools had been built in recent years, everywhere, both in town and country, all kinds of most desirable improvements have been effected, and, if at first in rural parts the Circular a little " fluttered the " dovecotes," it has been ultimately accepted as very timely and salutary; and, indeed, teachers have expressed to me the warmest gratitude (due rather to the Department than to myself) for the much improved conditions under which, both as regards their pupils and themselves, the work is now carried on.

Attendance, School Management, Registration, &c.

As regards attendance, few of my colleagues have thought it worth while to send me any remarks, and certainly much less need be said

about it than formerly. I quite agree with Mr. Mostyn Pryce, who writes :—"Any improvement in the general regularity of attendance must "rather depend on the discipline of the school, the personality of the "teacher, the comfort and attractiveness of the school buildings, and "the personal interest and influence of the managers with the parents, "than upon any reliance that can be placed on the activity of the Local "authority . . . . It may, as a rule, be inferred in cases of special "irregularity, that there is some internal defect in the school itself." He doubts the increase in the average attendance of the whole country, and thinks that the numbers are swelled by the great influx of children from the closed dames' schools, and the very young children under seven whom free education pours into the schools. Mr. Mostyn Pryce.

There is reason, however, to believe that in towns, and in some larger villages too, where the schools are really good, the children stay at school longer than they did. This is certainly true in the case of the practising school attached to the Exeter Training College, and of the St. John's Hospital Boys' School, and probably in other cases. The difficulty in the practising school, which does not take the fee-grant, and has no parish at its back, and no feeding infant school, is to supply the place of those leaving with younger children, not to keep those at the other end. Boys gladly stay there till 14 and 15 years old, and pick up all they can. It is a pity that so good a school is falling in numbers. As to attendance generally, I hear now very few complaints; and, when I do, they come mostly from bad schools. The worst school in my district has an attendance of 65 per cent., the highest one of 96. Both are country board schools, the latter an excellent one. The Exeter schools vary from 92·1, made by the practising school, to 65·9, and it is curious to note how the character of the school tallies with the attendance. Comments. Exeter school and attendance.

In the Plymouth district Mr. Cowie notes marked progress in the past year, and quotes statistics in proof of it. He adds that since 1889 the increase has been over 5,000, while in the preceding five years it was only about 1,300. He attributes the increase to growth of population, the added accommodation, and still more to the influx of infants since the Act of 1891 establishing free education. He notes that the attendance is far best in the large towns, where it averages 83 or 84 per cent., while in smaller or rural parts it falls as low as 70, and he inevitably concludes that the smaller school boards and attendance committees are far behind the larger town boards in enforcing attendance. Still he finds, taking 12 typical country schools, an attendance of 15 per cent. higher average in the last two years. Attendance in Mr. Cowie's district.

Mr. Marvin writes at some length as to the bad attendance in Cornwall, observing that, except Monmouth, no county shows so poor an average. He notes, however, a very slight improvement in the last seven years, viz., from 72 to 74 per cent., which is six below the general average. Mr. Marvin is working in various ways to improve this unhappy state of things, co-operating with the best managers, corresponding and stimulating especially the small rural school boards, which, as elsewhere, are very reluctant to use their compulsory powers, the members themselves of these boards "being sometimes interested in "the irregularity of the children." He concludes by suggesting a somewhat drastic but not altogether uncalled for remedy under the circumstances. "If one or two such boards could, after due warning, "be declared in default, and a new board of independent outside "members be appointed with the express duty of enforcing the law of "school attendance, I believe that a very great change would be "seen." In Mr. Marvin's district.

Plans for improving attendance in good schools.

Before dismissing the subject, I may note the earnestness with which attendance, as the absolutely first condition of any educational progress, is enforced in good schools. Prizes are given in some for exemplary punctuality, not merely for being present; in others you may see on the wall an attendance slate recording the number present at each opening, and also the number coming late; in a few, a chart of attendance is used showing by zig-zag lines of elevation or depression the goodness or poorness of the attendance. I must add that in my own district the last year has not been a fair one by which to test the attendance on account of much sickness, several schools having been shut up, and for many weeks.

Mr. Codd.

Mr. Codd does not think attendance satisfactory. Its encouragement by rewards is very rare, and where it is good "it is due to the reputa- " tion of the school or to pressure from some influential landowner. " The action of the local authorities seems to count for very little."

School management.

The frequent references in the above remarks to the smaller schools, and especially the rural school boards, lead me to add some observations on the kindred subject of school management.

Do managers manage?

Do managers, as a rule, really manage? Are they careful to do all that fairly lies in their power, and is within their province, to promote the effective working of the school without undue interference with the teachers, pleasantly, and without friction? To answer this at all in detail with the severity of truth would involve much writing, and I must therefore limit myself to very general statements. The larger schools, both board and voluntary, seem to my colleagues and to me the best equipped and looked after. The Exeter School Board is generous to its schools, keeps a good staff, rewards pupils with prizes, has established a small library at my suggestion for teachers, and has a system of personal visiting. Generally, too, in the large voluntary schools much interest is shown by the managers, but I do not think that they always know the real state of their schools, the good points in the teaching or its weaker side, or they would be less surprised at the results which the inspection sometimes discloses. But in the smaller schools, especially the rural ones, not seldom very little personal interest is shown by the managers in the schools. Where it is shown, and wisely, the school is almost always good, and, when not in the front rank as regards intellectual attainments, generally a very humanising institution. But there are voluntary schools in the country where, save formally to test the registers once a quarter (and this is not always regularly done), no one looks in to cheer the teacher, or brighten the pupils, even the religious teaching being shunted as an extra into the hands of the master or mistress. Forlorn, indeed, is the lot of the young mistresses in some of these outlying rural nooks. They have, perhaps, been pupil-teachers in towns, and then trained at some college, and accustomed to social intercourse. Suddenly they are moved off to distant, secluded spots, where there is little or no society, and find themselves at the outset of their careers confronted with all the hard circumstances of school life, ill at ease, and with circumstances far from encouraging. It is not surprising that many of these teachers become restless and mere birds of passage. The marvel and the honour is that not a few of them do so well and bravely against wind and tide. The climax is reached in the country board school. True, indeed, it is that a few of these are well managed; but in by far the most there is no management at all worthy of the name, there is no pride in progress, nay, the very reverse. Additional subjects mean additional staff, additional apparatus; the rates must be kept down, the school starved, the

The larger schools best looked after.

A few well-managed country schools.

Many ill-managed.

The country board school the worst managed.

teacher underpaid; and, sometimes, if the Inspector does not sternly forbid it, some young raw, untrained, and even stupid, relative of one of the members of the school board is to be foisted on to the teaching staff, to produce, forsooth! such rotten fruit as may be expected when a sickly graft is added to an already unhealthy tree. I subjoin two facts which have come to my knowledge. In one country board school, which by the great vigour and ability of the master, aided by a clever wife, had obtained great success, the master was rewarded by having his salary cut down by 20*l.* Why? I answer (not without indignation) because he had earned that amount by his able conduct of the night school. In another country board school an active and zealous young mistress was dismissed because she wished to teach geography, and was otherwise ardent for progress. She was replaced by a middle-aged and worn-out woman, who at no time could have had much capacity for teaching, and who could neither keep order nor get the children on. Thus, here and there, do the "rude forefathers of the hamlet" nip the budding intellect of ingenuous youth, and "repress the noble rage" of the teacher! What a penny-wise, pound-foolish system! Instances.

Registration, though we now very rarely meet with suspicious cases, is not always careful and exact. The managers do not test always *quarterly;* ages of children are in some schools imperfectly recorded, while the law of age as regards leaving school not before 11 years old is most stringent, and there has been an occasional tendency to infringe on the time-table, and to do secular work in the hour provided for religious instruction, or *vice versâ*, as either the diocesan or the official inspection drew nigh. Registration.

Certain cases of corporal punishment during the year have been the subjects of newspaper comment or have come before me directly or indirectly, and in one school I found a young pupil-teacher, of about 15 or 16 years, sitting up with a long cane in his hand. When I asked him if he used it much, he replied, "Yes, when it is wanted." I appealed to the master, a weak man, who scarcely seemed aware what the lad was doing, and reported it to my colleague, the inspector of that district, who, I believe, checked the youthful Busby. I have asked my colleagues to inquire as to the use or abuse of corporal punishment, and subjoin some remarks. Discipline. Corporal punishment. A youthful Busby!

Mr. Wilde says:— Mr. Wilde.

"I have no complaint on this subject; but few parents would think of approaching an Inspector on any subject. I fear, however, there is a good deal of keeping-in of children beyond the ordinary school hours, and that we receive little or no help from the managers in stopping it."

"Complaints as to corporal punishment are too few and far between to call for comment." Mr. Codd.

"Complaints are rare. In one case the use of a strap by a new teacher provoked resentment; on the other hand, the mistress of a small rural school received much injury from the kicks of an unruly boy." As to discipline generally, he observes that "the offer of the higher grant has had a most beneficial effect. The change in the conduct and bearing of the children is most striking in very many cases." Mr. Greene.

"I have very rarely to find fault with the discipline. A good many visits without notice have been paid, and seldom has any serious irregularity been discovered." Mr. Cowie.

"I have hardly ever had any complaints. In some cases I have thought a little more (viz., caning) was needed." Mr. Marvin.

Mr. Whitaker.

Mr. Whitaker, assistant to Mr. Mostyn-Pryce, has written at some length on the subject, but he contributes rather an essay on the subject than actual facts. I quite agree with the scope of his remarks that, as a rule, especially in large boys' schools, corporal punishment cannot be dispensed with. One smart cut with the cane, which should not be on the hands, will have a moral effect on an unruly boy which no amount of talking or of penalties or impositions will produce. But, to quote Juvenal, "Commendat rarior usus." Corporal punishment should be both judicious and judicial.

Head teachers.

Not the least factor in the success of schools is the health of the teacher. They do not all of them take proper care to keep the bodily conditions perfectly sound, so as also to have the healthy mind. Ventilation, though the modern substitutes for the old trapdoors in the ceiling, which generally never opened from disuse and the fear of the down-draught, are much better in every way, is often neglected, more rarely overdone—the former produces headache, the latter cold and stiff neck. Teachers who have to walk some distance, often in wet weather, should have a change of dry boots and stockings at hand; and, if they could occasionally take a little healthy exercise between morning and afternoon, their blood would circulate more freely and their brains be nimbler. Teachers need more than patience; they need habitual cheerfulness, of which good health is the first essential.

Infants' Schools.

Infant teachers and schools.

The last remark aptly leads me on to this subject, for no teacher needs more cheerfulness, brightness, and a pretty constant supply of animal spirits than she who teaches infants. In fact, one who lacks these, if she is to teach at all, should never teach infants. Between the teacher and the taught there is soon established an electric chain, the contagiousness of brightness or the infection of dulness. Luckily, most women like teaching and are fond of young children. The result seems to be that our infant schools, as now conducted, are almost as good as any imperfect human institution can be. If there is any pressure in these schools it is certainly not on the children, but on the teachers; but I do not find that the latter are unduly overworked. The whole curriculum is now so carefully arranged by a judicious time-table, in which no lesson is too long, and one relieves another; there is so much and so pleasant a variety of subjects, and the studies are so nicely grouped and graded, and so freed from strain by musical drills, hand occupations, kindergarten work, games, and fairy, maypole, and other dances, with intervals of recreation, that no fatigue seems to be caused, and the children are mostly as bright, gay, and happy as possible. Nor do the more necessary subjects suffer, being taught on a better system, reading by learning short words and sentences as soon as the letters are known, the latter being often made by the children in various ways; writing and number by blackboard illustrations, association of drawing, and skilful handling of the ball-frame, by which all the initial stages of arithmetic can be shown in connexion with very easy concrete sums. The object lessons also are better, the object itself being more shown, and not merely talked about, and the animal world being well prattled about, first by easy chat as to the more familiar household animals, birds, &c., and then by leading the children on to notice with curiosity, stimulated by pictures, the wilder and, to them, more unknown. The high tide of infant instruction is gradually reaching even the remoter classes in country quarters (even Thule is gained at last), and there is to me no doubt of a visible and decided advance in the teaching.

Their very satisfactory character.

Even country infant classes improved.

My colleagues concur, some more fully, others more guardedly, but all who write on the subject, more or less.

Mr. Wilkinson wants occasionally better classification, especially as regards the babies' room, which he thinks, and rightly, often over-crowded. He thinks also that object lessons sometimes lose their aim by teachers excluding familiar subjects of everyday life in favour of "all sorts of foreign productions," and seeking constantly "novelty rather than utility." This I have not found; but no doubt he is right, where he meets this mistaken style of teaching, to check it, and bring back the teacher to the more familiar objects, as the true starting point of all sound teaching. Mr. Wilkinson.

Mr. Wilde observes that "all the good teachers have more or less "adopted the kindergarten methods." He does not find that "teachers "specially certificated by the Fröbel Union are better in teaching "kindergarten than ordinary teachers, while they fail more in general "work and in discipline." Mr. Wilde.

"There is no falling off, and some improvement. A knowledge of Fröbel's methods is slowly making way. Object lessons, where written notes are made by the teacher, possess more vitality." Mr. Codd.

"The larger infants' departments in the towns continue to reach a high standard of efficiency." He notes their good staff, full equipment, and the good plan of entering in advance the syllabus of the year's work in the log-book. The absence of whispering, the ready attention of the children, and their brightness, happiness, and intelligence are dwelt on by him; as also the decline of old and bad styles of teaching, such as counting on the fingers, unnatural sing-song in reading, and the substitution of better ones. "Object lessons continue to vary very much in "merit, according to the natural capacity and intelligence of the "teacher." This remark is true. Some teachers never can and never will be able to give a proper object lesson. A few have the heaven-born instinct; many acquire a certain facility. Mr. Mostyn Pryce.

Adverting to Circular 322 on infant school teaching, Mr. Marvin dissipates the alarm of some who feared that the introduction of a wider curriculum and kindergarten methods would injure the elementary teaching, as he has always found "that, where kindergarten was taught "in an interesting and systematic way, the children in the first and "second class were also better at reading, writing, and reckoning. "Nor do I think that infants lose anything, even from the point of "view of the three R's, by spending their first year in games, and "singing, and manual occupations." This is an important conclusion, but I think a correct one. Mr. Marvin.

Elementary Subjects in more Advanced Schools.

The remarks furnished by my colleagues on this head are detailed and useful, but it is difficult to quote at any length on account of the necessary limitation of my report. I must add that the tale is an often told one, and needs scarcely now to be repeated. I must therefore content myself by giving with short quotations what seem to me the net results, as they are appraised by my colleagues, and my own experience confirms. Mr. Wilkinson, observing that "there is too much getting "up of prescribed reading books instead of teaching to read," pleads for unseen books even in infant schools, "more miscellaneous, and less "specific reading, with its nauseous repetition and unintelligent "methods." Mr. Codd thinks reading improved in the upper standards by the use of magazines and newspapers, but that in the lower Reading. Mr. Wilkinson. Mr. Codd.

this subject is too often left to the younger and less experienced teacher. "Word-building, introduced into the Code as an alternative "to spelling, which is now largely in use in infants' schools, will
Mr. Greene. "probably help matters." Mr. Greene condemns the scrappy history readers as leaving little impression on the child's memory; desires continuous narratives for the upper standards, based "on the bounds of "the scholar's comprehension." "In rural schools reading is still "often a laborious, mechanical effort." And, where this is the case, it may be added that the little learnt is soon lost, as the night school
Mr. Mostyn Pryce. painfully discloses. Mr. Mostyn Pryce recognises the value of unseen readers, but does not yet think the reading "fluent, well modulated, and
Mr. Cowie. expressive." Mr. Cowie testifies to the improvement caused by the use of unseen passages.

Mr. Brodie. My own belief is that reading, like teaching generally, has improved, but is still the worst taught subject in the school. One reason is that slight mistakes, inaccuracies, and errors in reading are often disregarded, and the attention of the scholars not called to the fault at the moment. In spelling a mistake is marked at once; in arithmetic one wrong step vitiates the sum; but in reading much incorrectness passes without comment. Severe accuracy, a nice ear, and quickness of detection are needed in really teaching reading. In the upper standards grammar and punctuation are not made to subserve the true apprehension of the sentence.

Spelling. Mr. Wilkinson testifies to much excellent writing and spelling, but infers that the former, from the many styles in the same class, is often
Mr. Wilkinson. taught on no uniform plan, and he considers that spelling is often too much a mere following of words by the scholars and a hanging on the lips of the master, who over-articulates the syllables, rather than a mastery of principles.

Mr. Codd. Mr. Codd thinks "writing improved, papers neater, copy-books freer "from blunders, but the continual change of styles an adverse in-"fluence."

Mr. Burrows. Mr. Burrows complains that as regards spelling "old-fashioned and
Mr. Mostyn Pryce. "unsound methods still prevail." Mr. Mostyn Pryce compares the different styles in vogue of writing, "the angular, vertical, &c.," and pleads for at least an uniform plan, and not a mixture of methods. "Writing should be taught as carefully as drawing, not by mere "imitation of copybook lines, but by constant and regular use of the "blackboard."

Mr. Greene. Mr. Greene considers writing better taught, and the vertical style as mostly gaining favour with teachers.

Mr. Cowie. "Writing leaves little to complain of, and the blackboard is more "used. Spelling is improving with the use of unseen passages in "Standard IV." This practice, Mr. Cowie thinks, might well be extended to Standards VI. and VII. Of the composition above Standard V. he writes very much more unfavourably: "It is disappointing "to find children in the highest standards of our schools falling into the "commonest errors of grammar and spelling."

I agree that writing generally is good and much improved. I concern myself little with styles so long as I obtain legibility (which is the first condition of writing, as audibility is of reading), clearness, neatness, and general correctness of forms. The blackboard is much used for correction and illustration. As to spelling, formal exercises, such as dictation, when the pupils know that they are on their trial, are often very correct, but spelling is still not mastered, as is often shown by the blunders in

composition, when the pupils, being older, should spell better. I quite endorse Mr. Cowie's remarks quoted above on this head.

"Mechanical accuracy is satisfactory, but there is a want of intelligence in dealing with numbers mentally. . . . Mental arithmetic is made too much an after-thought and supplement, rather than the introduction to, the working of sums. Children are set too much to work from test and pattern cards early in the year, rather than to grasp rules and work miscellaneous calculations." Arithmetic. Mr. Wilkinson.

The value of mental arithmetic is quoted by Mr. Codd as notably the cause of "a great advance" in arithmetic. Problems are now seldom "systematically neglected." Mr. Codd.

Mr. Burrows thinks arithmetic requirements too hard, especially for girls, and would not require from them more than the exactments of Standard V., provided they were taught needlework, and either domestic economy or cookery. Mr. Burrows.

"Very fair practice is shown in ordinary rules, but problems are less satisfactory. The reason of the processes is perhaps insufficiently explained. Failures frequently occur in Standard V., especially, though not solely, in the country schools." Mr. Greene.

Mr. Mostyn Pryce reports similarly:—"Mechanical working is more "careful; problems still a difficulty. Children cannot apply an easy "concrete example to a problem in a more extended form." . . . "The "metric system has been taught in most schools, and children can work "examples to illustrate its advantages." Mr. Mostyn Pryce.

My own opinion agrees with the above quotations. Rules are not explained clearly step by step, viz., the greatest common measure, the least common multiple, should proceed by three steps—(1) explain measure, multiple; (2) add the idea common; (3) add the idea greatest, least: then illustrate each step by examples. Test the pupils' grasp of what has been told, recapitulate, and practise both mentally and on slates. Problems and mental arithmetic, however, slowly improve. My assistant (Mr. Bright) suggests that "pupils in the upper standards "might be asked to construct sums for the little ones," but I doubt if there would be time for this, for the head teacher would have to supervise such work very critically. Mr. Brodie.

What the above remarks imply seem to me mainly this, that there is real improvement in the elementary teaching, but by no means so much as in the infant schools. The reason is clear. In the infant schools the teaching has been radically revolutionised; old, hard, formal methods have been discarded; the abstract and the verbal have been superseded by the real, practical, vivid, and concrete. But in the more advanced schools we are still in a transition state. The mechanical rules have broken down, but a perfectly clear, intelligent, and rational system has not yet taken its place. Nor will this be effected till teachers no longer work for an examination by a fixed, pre-ordained plan. I do not undervalue the standards. Landmarks, milestones, and sign-posts are necessary, especially for younger teachers, but they are far from everything, and, to clever teachers with any originality, often hindrances rather than helps. We have granted elastic classification, a concession by the universal testimony of my colleagues not abused, and which indeed parents often take care shall not be abused, as most of them take real interest in their children's progress, and complain if they do not rise annually into the next standard. Let us grant also elasticity of teaching. I, for my part, care not one whit how results are produced so long as they are intelligent results. Towards this the new requirements for the lower standards, so soon to be enforced, will, I believe, effect much. The carrying on the hand-and-eye teaching of Conclusion. Why less improvement in older schools than in infants. Intelligent results imply right methods.

the infant school, object lessons, and very clear and simple science instruction in its early stages will train the children to attend, observe, and note facts, will stimulate their intellectual curiosity, and excite wholesome wonder, the parent of all real knowledge. Hitherto the break between the happy life of the infant school and the dull grind of Standards I. and II. has been the most embarrassing perplexity in carrying out any wise and good plan of consecutive instruction, and it is this linked teaching which tells with such accumulation in the long run, built up from sound foundations by true connections till the whole fabric is reared well-built, solid, and substantial.

The new requirements in lower standards.

Teachers are easily fluttered, and the new requirements have somewhat alarmed many of them. But there is nothing really to trouble them. They will doubtless be put in force gradually, and much allowance will be made at first. The more thoughtful teachers, with many of whom I have conferred on the subject, have already considered matters attentively, and are beginning to see their way. There are plenty of books of all sorts to help them. The difficulty will be to choose the right ones. Some relaxation, however, of standard work in the lower classes will have to be conceded, or time will be wanting, if the new requirements are only extras. Why should not Standards I. and II. be treated as an advanced infant school, and taught on the same idea with similar but gradually advancing methods?

Class Subjects.

I must be brief as to class subjects, much besides still pressing. Most of my colleagues report a tendency to displace grammar, and to substitute geography or history. They add, too, that, where the latter subjects are taught, they are generally well taught, an opinion in which I coincide, but Mr. Wilkinson disagrees as regards geography, when taught in girls' schools. We all agree that grammar is the worst taught subject of the three, and while most valuable, as a mental exercise, from its affinity to language and logic, and for its bearing on good reading and composition, still that for young pupils generally geography and history are more interesting, both for their wealth of ideas and variety of range, to say nothing of their picturesque handling, and even practical utility. History, composition, reading, and recitation are certainly the subjects bearing most moral fruit, and affecting characters most. No children are necessarily morally the better for being good writers, cipherers, grammarians, or embryo scientific scholars, save for the habits of attention and industry which the mastery of any useful branch of knowledge implies. But from history, poetry, and good reading lessons moral influences emanate spontaneously, naturally affecting and moulding character, and even geography, especially when blended with history, has a strong similar tendency. Mr. Codd notices "how much brighter and more interested the children "are where these subjects are taken," and his statement is confirmed by all our experience.

Grammar least well taught.

What subjects most mould character.

Mr. Codd.

Mr. Burrows.

Mr. Burrows, testifying to the improved teaching of class subjects, regards the greater freedom of choice in subjects as very beneficial. "English grammar, an exotic imported from Latin climes, and "flourishing here with feeble roots and sickly fruit, has disappeared in "all but a few schools, to the joy of children and teacher." He mentions elementary science as gaining ground in a few higher grade boys' schools, and, but more rarely, agriculture. Mr. Mostyn Pryce thinks that the children should draw skeleton maps on the blackboard,

Mr. Mostyn Pryce.

and fill them up as from their reading lesson as they proceed. He also advocates the use of magic lanterns in darkened class-rooms, which might afterwards be used also in the night school.

Mr. Cowie notes how mechanical, unfortunately, is the teaching of grammar, and advocates as a course—"geography throughout, grammar "from Standards I. to IV., history in the first class. The second "subject in girls' schools of any size is mostly needlework, very rarely "as yet domestic economy." Mr. Cowie.

For myself I lament that so fine a study as grammar is so poorly taught, and above all the almost universal failure to teach word-building well, a subject in the hands of a skilful teacher, using the right books, not cram manuals, of the deepest interest and utility. It is desirable also to keep up the literary balance in the education scales, when the increasing tendency to teach scientific facts, and all subjects bearing immediate practical fruit, is so marked. As to geography, though the teaching is much improved, still there is not a little that is faulty. In the initial stages the intermediate points of the compass are neglected, and from the fixed position of the maps, children are apt to gain wrong ideas. It would not be a bad thing sometimes to turn the map upside down, or to the east or west side, and then make the pupils travel to the right or left, and realise the points of the compass in all directions. The globe is still little used. As to history, it suffers from scrappy manuals. We have as yet no good child's history of England, with suitable illustrations, exactly fitted for our elementary schools.

Word building neglected, but very useful.

Literary balance should be kept up.

Use of map.

Globe neglected.

A good child's history wanted.

Recitation.

The same sort of stock pieces continue to be recited. They are well recited—often wonderfully well, but by no means so well understood. Antony's oration is rattled off, or Macaulay's "Armada," or the introduction to the "Lay of the Last Minstrel," but the story is not mastered, the allusions are not known, the notes too are a stumbling block. At once turgid and jejune, they are repeated by the faithful child verbatim, revealing that mockery of knowledge, which Socrates loved to turn inside out, and is worse than ignorance. The notes, too, sometimes show the grossest mistakes. I cite two instances—Cowper in the lines on his mother's picture, that purest gush of feeling that ever welled from a human heart, in talking of painting (which had preserved his mother's face), wrote :—

Recitation rattled off, not mastered intelligently.

Silly notes.

"Blest be the *art* that can immortalise."

The recitation card writes: "Blest be the *heart*" and comments accordingly. Goldsmith, describing the brook overgrown with sedges, as one of the many features of his desolate village, wrote :—

"And choked with sedges works its *weedy* way."

The card gives "weary way," a much feebler commonplace, though suitable enough to Gray's "plodding ploughman."

Specific Subjects.

Specific subjects continue to be taught in the few higher grade schools in the division, and in those larger schools, which approach to them, as receiving children of a somewhat better social class, who can stay longer at school, such as the Boys' Practising School, and St. John's Hospital at Exeter.

Mr. Codd. Mr. Codd, however, states that in his district these subjects are at present virtually extinct, because the time-table is already overloaded.

Mr. Mostyn Pryce. Similarly, Mr. Mostyn Pryce writes:—"Specific subjects have been "entirely given up. Unless an unusual strength of school staff were "provided, no time-table was found capacious enough to contain any "specific subjects, if sufficient provision is to be made for drawing, "needlework, the principles of the metric system, problems and mental "tests on arithmetic, one class subject, and drills, in addition to object "lessons, &c. in lower standards after August, 1895."

Mr. Cowie. Mr. Cowie also states "specific subjects are very seldom taken except "in some of the large schools in Plymouth and Devonport."

Mr. Brodie. In my own district specific subjects are taught only in Exeter, and its suburb, Heavitree. Board schools, some of which once taught book-keeping and domestic economy, have discontinued them. Algebra has been taught in four schools to 156 boys; physiology in two to 57; shorthand in two to 89; type-writing, though not a specific, has been added in one school; mensuration has been taught in one school to 52 boys; Latin in the practising school with fair success to 45 boys; French in two girls' schools to 85 pupils; domestic economy in one school.

In Portsmouth and Salisbury. In the new higher grade boys' school at Portsmouth I learn that chemistry and carpentry are taught, and similar studies are pursued in the Bishop's Boys' School at Salisbury. Carpentry is also taught in the Boys' Practising School at Exeter. I must agree that the full occupation of the school hours with the more absolutely necessary subjects necessarily tends to oust the specific subjects from the curriculum.

Cookery.

Mr. Codd. In Mr. Codd's district, "cookery has had a fitful existence." There was an attempt in Barnstaple, "but no permanence."

Mr. Mostyn Pryce. Mr. Mostyn Pryce reports that "cookery is being taught in several "directions usefully in continuation night classes, where it is generally "thought more advantageous than for the younger girls in day schools; "but cookery classes are held in a fair number of day schools, where "there are no evening classes."

Mr. Cowie. "There are now six cookery classes in operation, two connected with the Plymouth School Board; one at Plymouth Public School; the rest under the school boards of Devonport, Stonehouse, and Tavistock."

Mr. Burrows. Mr. Burrows has taken such great interest in cookery, and domestic economy, that, though the latter subject is here out of its place, yet, as he has treated them together, I think it best to quote without garbling what he has written:—

"Cookery and domestic economy have received much attention, as subjects of the highest value at periodical conferences of managers and teachers convened by me at the chief centres of the district. Instruction in them has in consequence reached a far higher standard of excellence than appears to be the case in other parts of the country . . . . . As a consequence of public interest being aroused in the subjects at the conferences, cookery and domestic economy have been almost universally adopted as part of the ordinary routine for schools. They are taught in every large girls' school, and even in a very large number of mixed schools in country parts. The adoption of these subjects instead of grammar is welcomed by both teachers and children. Local committees have been formed to organise instruction in cookery. Head teachers and assistants zealously qualify themselves to teach it by attending courses of instruction held in the large towns. An experience of some years proves that it is far better to teach this subject to small classes of girls at their own schools under their own teachers than to adopt the central

Local instruction versus central.

system of instruction. The interest thus created has been more real and personal, and small rural schools have thus been able to make as good a start in the matter as large schools in towns. No difficulty and little expense has been incurred in fitting up existing class-rooms for instruction in cookery. Nothing more is needed than a small close range instead of the usual fire-place, a large cupboard for utensils, two tables formed by planks placed on trestles, and a small sink in the lobby. A careful examination of balance sheets proves that the initial outlay on 'plant' need never exceed 15*l.*, and generally for small schools amounts to 12*l.*, and that the cost of maintenance and supplying food material for cooking is absolutely nil, as in every case all that is cooked is sold to the children and their parents, and is in fact bespoken many days beforehand. There is not a single case of loss on material. The grant earned for this subject is usually and justly presented to the teacher of the cookery classes in return for the extra labour undertaken."

Expense comparatively slight.

No waste or loss.

These remarks are, I think, very useful and instructive. He adds not a few more chiefly contrasting the expense of the trained teacher with that of the local one, and pointing out how the advantage of training is sometimes more than compensated by the much greater personal interest of the latter in her pupils, and homely skill in simple dishes, and I may add bread-making, which I myself witnessed in Mr. Burrows' district, though the knowledge of more advanced cookery may be comparatively wanting. He notes that the progress of cookery in his district has been much promoted by (1) a highly efficient course of cookery instruction at Salisbury Training College; (2) a free use of Article 101 (g.) (2) of the Code, which dispenses under certain conditions with the trained teacher. Finally, he states that Miss Harrison, the Inspectress of Cookery, has visited and approved of many of the cookery classes and of their teachers.

I have seen the cookery classes in Mr. Burrows' district at practical work, and can testify so far to their reality and success. I also saw classes at two schools in Portsmouth, to which Mr. Wilde conducted me, and thought them doing good practical work. In my own district cookery is taught as yet in only one country school, Rousdon, liberally supported by Sir H. Peek, under exceptionally favourable conditions, and is there combined with an excellent system of dinners for the children attending the school. The subject is also taught to most of the girls in the upper standards of voluntary and board schools in Exeter, Heavitree, and St. Thomas, either at a central room in St. Sidwell's, or at the schools themselves. I attended a lesson at the central room, and should have been glad to see a proper scullery attached, and better arrangements generally. The Exeter School Board is now building a special room for the express purpose of teaching cookery.

Classes in Portsmouth.

Rousdon school.

Drawing.

I believe that in my own district drawing is now taught, and mostly well taught in every school. Nor do any complaints on this subject reach me from my colleagues. Mr. Greene states that in his district the subject has been liberally and opportunely aided by the County Council. In Devon, I believe, the County Council has aided this subject, as it has also stimulated, by timely lectures, working in wood, botany, chemistry, and cookery.

Mr. Greene.

Needlework.

Mr. Codd remarks that "needlework continues to make fair progress "I have fewer cases in which teachers are dependent upon parents for

Mr. Codd.

Ladies' committees wanting.

Mr. Mostyn Pryce.

" material; but the number of ladies' committees interesting themselves " in the subject increases but slowly." I fear that in my own district it does not increase at all, and I cannot but much regret this absence of local and personal interest in so important a matter. Mr. Mostyn Pryce notes how much better the subject is taught in girls' than in mixed schools, and he does not think that needlework reaches a high level in the latter. I, on the other hand, sometimes think, and my assistant, Mr. Bright, who carefully examines into this subject, thinks too, that sometimes in large girls' schools too much time is given to needlework. Garments are too much trimmed and decorated to please the eye. A lady has suggested that there should be a prohibition of trimming in the garments shown. The stitches are now made larger by the younger children, a salutary result from the occasional inspection of the school work by the Directress of Needlework, whose intervention has the most beneficial effect.

Music, Singing.

Mr. Codd.

Musical drill, now very common in infant schools, has been extended more or less to girls' schools also. Singing by note would seem also to be more frequent. Mr. Codd reports that in his district there is a slight increase of schools taking it, but does not think the quality of the performance improved. Probably this is a matter of time, and cultivation, though of course a teacher with a fine ear and real knowledge of music would soon improve the character of the singing.

Mr. Mostyn Pryce.

Mr. Mostyn Pryce writes more favourably, " music shows good " general results. Nearly all schools of any size take singing by note, " and in many cases, time and tune tests are voluntarily presented. . . . " Songs are of a better class than formerly, written by good composers, " and well harmonised in two or more parts."

Mr. Bright.

My assistant thinks that progress is being made in the Exeter district, the tonic sol-fa system being preferred. Of the upper departments 48 now teach by note, and of infants' schools and classes, 27.

Drill, School Exercises.

Drill, and even physical exercises, when they were no longer required, fell into disuse. Their revival is, I think, a happy event. Most of the children need the corporal benefit, and the moral effects of good drilling, and the tendency to stoop over writing and drawing, and any lounging habits in reading, and sitting lessons, need the counteracting influence of sharp physical exercises and smart drill.

Mr. Wilkinson.

" In many of my schools the new requirements as to drill, though " dreaded by some teachers, have already been provided." He mentions schools where the drill is very good, and specially the Ellacombe N.S. (Torquay): " where an enthusiastic school manager has presented the " school with 100 dummy rifles, 100 solid leather belts with bayonets " and leather sheets complete, &c.," " as preliminaries, however, only to " a more real gun drill with actual carbines procured from the Horse " Guards for the elder boys."

Mr. Wilde.

"More or less school drill is taught in nearly all schools military in three or four with fair success. In these latter there is some sort of a band, which increases both the popularity and efficiency of the movements."

Mr. Cowie.

Mr. Cowie reports Swedish and military drill as taught in the voluntary and board schools of Plymouth, Devonport, and Stonehouse, but little elsewhere.

Mr. Burrows has taken for a long time great interest in drill, and writes thus: "Military drill, comprising company and battalion drill "and military extension motion is now taught in every boys' school "either by special instruction, or by teachers holding the necessary "qualifications. Many schools possess drum and fife bands which lead "the drill"—(I saw and heard one such in Mr. Burrows' district, which was very effective)—"and in all cases, whether in town or country, the "movements and exercises are performed with great smartness and "steadiness." He adds much more as to musical and Swedish drill, and the system of physical education, which has now been at work some years in his district, this more specially: (1) "that in one small rural "mixed school the boys are instructed in military drill with complete "success by the woman who is their teacher, (2) that in a large inland "boys' school of great merit, a swimming bath has been constructed in "the playground entirely by the efforts of the teachers and scholars." Mr. Burrows.

"Time is against drill in the older schools, but Swedish drill is taught, and in two or three schools military. In Bournemouth there is a good qualified mistress of drill, Miss Rowe." Mr. Mostyn Pryce.

"Physical exercises are being taken up in view of next year's requirements for the higher discipline grant. A few schools have bought dumb-bells. In a few girls' schools woods and rings are being used. The great majority use some manual of extension exercise without any apparatus, except the harmonium. . . . . In manual training we are here much behind the northern schools. Very few schools have any knowledge of the Swedish system." Mr. Marvin.

In my own district, though I cannot report anything like so complete or universal a system as obtains in Mr. Burrows' district, neither drill nor physical exercises are neglected. I have studiously encouraged both from the first, and I note with satisfaction that, though much requires still to be done, a very decided progress is going on. In Exeter district.

Swimming, as a sort of *hors d'œuvre*, not a compulsory part of the curriculum, here and there makes a little progress. It is strange how few boys learn it, especially at seaside places, or where rivers afford the possibility. Mr. Marvin notes how few boys can swim in the Scilly Isles; I have asked at such places as Exmouth, Sidmouth, and Lyme, and do not find a dozen boys over 10 years of age who can swim. In Exeter some interest is taken in the matter, and two or three teachers on summer evenings superintend some swimming classes in the Exe. Mr. Cowie mentions a swimming club in connexion with the Plymouth Public School, Mr. Greene, three swimming classes at Salisbury, one for girls, Mr. Wilde, no swimming classes, but a gymnasium at Mr. Dolling's school in connexion with the Winchester mission, where the boys go through a course of instruction under a qualified master. Swimming. Mr. Cowie. Mr. Greene. Mr. Wilde.

School Libraries, Savings Banks, Museums, &c.

Mr. Wilde reports that there are in his district 5,948 depositors in savings banks, either school or post office; the total amount deposited 1,308*l.* 16*s.* 7*d.*, and amount standing to credit of depositors 1,681*l.* 3*s.* 11*d.* The school banks are mostly carried on in connexion with the Post Office. There are 43 schools without banks. "Many of the managers "object to give some of the particulars asked for, as they consider it "against the spirit of the Post Office Savings Banks to divulge anything "as to deposits." Mr. Wilde.

"School libraries exist in 41 schools only, the number of books varying from 60 to 1,000. The last number was returned from

Bramshott. The next highest comes from Portsea Circus Church of England School, which has 600 volumes."

He has not heard of any scientific clubs or lessons given in country rambles under qualified teachers, "but many schools have a museum, "which the children are encouraged to supply with curiosities, giving "rise to many interesting conversations, if not actual object lessons."

Mr Codd. "School libraries make but small progress. In some cases the parish "or Sunday School library takes the place of a day school one, but "generally there is none. Managers cannot afford the expenditure." He adds a very true remark that by a very small annual outlay a very fair collection of suitable books might be soon got together. As to savings' banks, he thinks that they are very slowly increasing in connexion with the schools.

Mr Greene. Mr. Greene confirms Mr. Codd's remarks as to the school library being often either a parish or Sunday school one. "It is not easy to "obtain precise information. The books are generally very limited, "and the stock not often replenished. Something of a circulating "library system seems to be needed. Pupil-teachers often have not access "to books necessary for their improvement." . . . . "School savings' "banks are on the increase. Sometimes they have not been adopted, "lest they should conflict with clubs, and other forms of encouraging "thrift already in existence."

Mr Mostyn Pryce. "For some years many schools have been supplied with libraries "some of real, others of doubtful value." He notices the difference of the books in the two sets, some dry and unattractive, others well chosen and calculated to keep children from seeking unwholesome pastures for the mind. As to museums, he reports "a few good ones, but rarely "scientifically arranged, or with objects duly labelled." He adds how useful they could be rendered in connexion with the new requirements of advanced object lessons. He has noted a great extension of school savings' banks since the Free Education Act of 1891, and sends me the following table of statistics, which have been prepared by Mr. Whittaker:—

Month.	Number of depositors.	Amount deposited.	Amount standing in their own Names.
		£ s. d.	£ s. d.
December -	302	65 15 4	83 4 1
January - -	227	75 0 2	131 8 9
February - -	169	56 10 7	117 10 2
March - -	365	96 12 1	175 10 4
April - -	228	64 7 8	492 5 5
May - -	211	66 11 2	120 3 6
Total - -	1,502	419 17 0	1,122 2 3

"Seventy per cent. of the schools included in the above table are rural, and the sums deposited for clothing and shoe clubs, in some cases large, are not included. Agricultural depression has not limited the deposits to any extent, the labourers being better off than formerly, and more able to save from the prevailing cheapness of most necessary commodities."

Mr Cowie. "Libraries and school museums are still rare."

Mr Marvin. "About 30 of the schools in his district have savings' banks connected with them, and about 25 have libraries. It must be remembered that in many cases the children have money in the Post Office, quite independently of the school, and that a good

many of the Sunday schools have libraries connected with them. In several places in this district libraries have lately been established, chiefly through the generosity of Mr. Passmore Edwards. But reading is not a popular pastime here, especially in the country, and it is generally very easy to detect the stray boy or girl in the school who ever reads a book at home."

A painfully true remark.

Exeter district. In my district I regret to say that we have only 27 libraries; but any remarks of mine have been forestalled in those already quoted from my colleagues' reports. Museums are very rare, but small collections of curiosities and scientific objects are occasionally met with, generally gathered together by a teacher of some enthusiasm both as regards science and education. As to savings' banks, there are now 37 school ones, 2,456 depositors, and 1,362 other scholars who have deposits in their own names in the Post Office. In the school savings' banks 650*l.* 12*s.* 8*d.* has been deposited during the year, and in the Post Office 370*l.* 7*s.* 10*d.* The total amount standing to the credit of these scholars is 642*l.* 4*s.* 7*d.* in school banks, and 885*l.* 9*s.* 5*d.* in the Post Office accounts.

Continuation Night Schools.

Code of 1893. The Night School Code of 1893, and the development of the continuation schools consequent on it, is not the least important incident in connexion with elementary education. Most of my colleagues have written at some length on the subject, and I cull the following remarks from their reports:—

Mr. Wilkinson. Mr. Wilkinson, premising that on the whole the Code has been attended with much success, states that there were in his district last year "55 departments—40 under male, 12 under female teachers, three "mixed departments under masters. Four others had been opened, "but no grant claimed ultimately; for one grant had been refused for "faulty registration, and for another because only 15 hours of instruction "had been made in one subject." He thinks that there is a tendency to make the school a private adventure one, and to that extent "a grant-earning machine" rather than an intelligent appendix to the day school, and that there is not a sufficient interest generally shown by managers, or a very careful supervision of registration. He notes a laxity as to marking the exact opening of each lesson, and he thinks that a few more minutes should be allowed, as much as 15 in fact, before marking the register at first opening, the time being occupied in physical exercises, vocal music, or some other recreative amusement, so as not to be lost. This would postulate always two teachers, which cannot always be had. "The schemes for subjects might be more carefully "graduated, especially for geography." The following subjects have been chosen:—"Arithmetic in 44 schools, reading with writing in 19, "needlework in 12, writing and composition in 9, chemistry in 9, "domestic economy in 7, geography in 4, book-keeping in 2, reading, "history, life of the citizen &c., elementary physiology, botany, "agriculture in one each." Chemistry and agriculture were connected very intelligently by an able master, but, alas! to but a small class. Besides the above, lessons in cookery were given to four classes, in vocal music, clay modelling, Slojd carpentering, and wood-carving to one each, an increase being expected in the two last subjects, as more teachers are qualifying in the necessary studies under the county council. He concludes:—"In a district like mine, almost purely agricultural

" instruction in scientific subjects will not, I fear, be of much practical " value to the scholars, as many of them are not sufficiently well " grounded in elementary subjects. For many reasons I think it would " be better if the Education Department took cognisance of, and paid " grants for, the elementary subjects, while the attention of the county " council was more specially devoted to technical and scientific " subjects."

Mr. Wilde. " I have very few night schools in my district. St. Agatha's is the only one in Portsmouth. Petersfield, Gosport, Chichester, and Bognor all have a few classes. In the country parishes there are hardly any, and this year fewer even than last."

Mr. Codd. Mr. Codd reports night schools as having risen under the stimulus of the County Council and the Code from six to nearly 70, but doubts if this increase will continue. He thinks that in many cases gain to the teacher is counterbalanced by the over pressure from extra work. He thinks the experiment as yet too young for him to form any decided opinion as to its success, agrees with Mr. Wilkinson that there is too much of a private adventure character about some of the schools, that the interest of managers is slight, and that at present the schools are too often less continuative than affording opportunities for the recovery of lost knowledge. " Curiosity at the start fills, then the number dwindles. " Rural schools, not always attractive in the day-time, are still less so " on a winter night . . . Experiments amuse, and the magic lantern " adds interest to geography, but the lanterns are often badly managed " and the slides not interesting, and sometimes irrelevant to the lesson." He doubts the wisdom for obvious reasons of both sexes meeting on the same occasion, and thinks that the expenditure is sometimes very incommensurate with the results, instancing an extreme case where the Government Inspector and the Inspector for the county council met on the same night to report on the instruction of two scholars.

Mr. Greene. Mr. Greene states that there are now nearly 30 continuation schools in his district. " Others fell through on account of non-attendance, or " unsuitable subjects. Instruction on elementary subjects, as a pre- " liminary of further advance, is needed. Vocal music, physical " exercises, and shorthand have been the most popular attractions. " There have been a few cookery classes."

Mr. Mostyn Pryce. Mr. Mostyn Pryce has visited 57. " In most cases great interest has " been shown by all concerned. Liberal grants have been made under " certain conditions by the county councils of Dorset and Hants, and " magic lanterns lent." The division of classes, separating the higher from the mere elementary subjects, and the placing the former more completely under the county council (though I think that the working of county councils is too unequal at present, and their experience too immature) and the latter entirely under the Education Department, as suggested also by Mr. Wilkinson (*see* above) is worth consideration, as also the serious pecuniary loss and consequent disarrangement to some rural schools. They have suffered from—

(1.) Fragmentary time (dozen hours not completed).

(2.) Loss on excess over the first dozen hours, a second dozen not being completed in same subject.

(3.) Loss on incomplete dozen hours for second subject.

In Mr. Cowie's district the increase has been from 40 to 90:—

Mr. Cowie. " A few schools are purely elementary, but most not such. In Plymouth Board Schools, which were free, many gave up when they found serious work was meant. In most of the other schools a small fee was charged, and returned at the end of the session. Favourite subjects were ' mensuration, shorthand, book-keeping, chemistry, ' vocal music, domestic economy, needlework (including dressmaking), navigation,

'horticulture, agriculture, physiology, and physiography.' 'The Life and Duties of 'a Citizen' were rarely attempted, and the subject was not liked."

He praises both teachers and pupils.

Mr. Marvin reports "an encouraging tale" :— Mr. Marvin.

"Schools risen from 25 to 51; work of better quality; in nearly every case a technical subject taught; mensuration the most popular, then drawing, shorthand, domestic economy, book-keeping, navigation, history. It is to be regretted that history and elementary science are not more popular, but there are special science classes in many places. . . . . But much time has still to be spent on elementary subjects. In Redruth the school board soon had over 200 in a continuation school, but many of the pupils had forgotten or never mastered the merest rudiments. All, who had not reached Standard V. previously, were very backward. There are, in fact, two types of schools: one for a more advanced class and truly continuative, the others for tiros over again. With the above are not seldom conjoined older men, struggling in the initial stages of instruction—a pathetic spectacle."

In my own district 76 visits were paid last year to 46 departments under separate teachers. My assistant, Mr. Bright, visited 46, I visited 24, Mr. Bulley 6. The night schools have deeply interested me, and I have watched them with close attention. To one no grant was paid on account of most careless registration. I agree to some extent with Mr. Wilkinson and Mr. Codd, that there should be better local management with more personal interest in many cases (where this is so the schools are always much better) and that there is a tendency to make the schools private adventure ones. I am on the whole better satisfied with the results in my district than Mr. Codd seems to be with those in his. At the outset of so new and so bold an experiment too much must not be expected. There are no doubt two classes of schools, as Mr. Marvin has discriminated, partly caused by the previous difference of progress in town and country, partly by the subjects taken, and I may add by the enthusiasm and interest of the teacher in his work, or the reverse. Exeter district.

But even the worst schools do some real good, in the better there is recovery of what has been lost, with some further progress; in the best excellent results. Mensuration is taught so as to bear on practical business, young carpenters, plumbers, builders, and even gardeners benefit largely by it, and manifest the utmost attention and deepest interest, coming punctually, neatly dressed, and carefully clean and tidy. Wood-carving, physiology, with diagrams and magic lantern slides, book-keeping, shorthand, domestic economy, and needlework have been well taught. If "domestic economy" were called "household management" it would be better understood and more popular. If the elementary subjects are sometimes in a comparatively initial stage, it cannot always be helped, and the teaching still has its value. My assistant and I often join in the teaching, not only questioning, but showing by lessons how subjects can be handled with intelligence and made attractive. It is to be regretted that so valuable a topic as that of "the Life and Duties of a Citizen" is not more popular. I attribute it to the dulness, and unreadable character of the manuals, the technicality of the terms, and the previous ignorance of the subject. In one school, by no means a bad one, when a book bearing on this subject was selected, which I felt pretty certainly would not be liked, the whole class, men from 40 to boys of 14, shouted out together, "Too hard, too hard," and I substituted a simpler reader. To finish these remarks, however, if a few schools have fallen through, owing to poor attendance, indifference locally, or more rarely to a teacher finding the work too much by night and day, others have been begun, and most have still gone on. It is satisfactory to note that three-fifths of the pupils have continued into the second year, and

in this sense the schools have been truly continuative. Some pupils have gained what knowledge they wanted and are too busy to attend again, a few have lost interest. The Devon County Council, which had started the work in 1892, continues to stimulate and help under certain necessary conditions. My assistant tells me, and I, too, observe, that "the numbers fall off rapidly in the new year."

Mr. Bright.

Population Grant, Articles 104–5.

Mr. Codd.

With reference to these Mr. Codd writes, and his remarks, which I quite endorse, may suffice on the subject:—"The new requirement of a "census and an ordnance map are sufficient security for the validity of "the claim. The smallest schools, benefited by these grants, are fairly "well equipped, but the difficulty as to staff is only imperfectly met. "They can afford a monitor out of the Extra Grant, but the salaries "are not high enough to secure a good supply of efficient teachers."

Teachers, Assistant Teachers, Pupil-Teachers.

There is no doubt that the great body of teachers do their work, if not always in absolutely the best way, still with honesty of purpose, great diligence, steady and increasing success. If they have some advantages, compared with those engaged in other professions, trades, and callings, such as shorter hours, a raised position, regular and reasonable holidays, still they have many discouragements, anxieties, and difficulties, demanding much sympathy, and even in out-of-the-way rural parts they often obtain results, as before stated, which are most praiseworthy. There is still a difficulty in obtaining women for country schools, mainly from causes previously discussed in this report, and because there is also an increasing tendency to employ women assistants in the lower standards of mixed and boys' schools. Mr. Burrows has some pertinent observations on this head, from which I quote:—"The difficulty of finding men "for assistants, or boys for pupil-teachers, increases yearly. They are "being replaced in boys' schools and mixed, by women and girls to "the distinct and obvious advantage of the children. . . . As "certificated assistants, or ex-pupil-teachers, especially in the case of the "lower standards, women are proving their superiority to men, especially "in their manner, method, intelligence, and devotion to duty. The "greater progress made in the class subjects is due to these feminine "qualities." All this is quite true; girls, and, later on, women, like teaching better than boys and men, and have natural aptitude for inculcating certain subjects better. Where they fail is in arithmetic, grammar, and the studies of a severer sort, demanding close attention, grasp of principles, and reasoning out, though, exceptionally, women sometimes surpass men in even in these qualities also. Mr. Burrows concludes that "in the near future men will be found (and rightly so) as "head teachers and assistants in the larger boys' schools of towns only." This, I think, is hardly so imminent, but the tendency is that way.

Mr. Burrows

Women teachers in demand even in boys' schools

Pupil-teachers in the country;

As to pupil-teachers, our difficulty is still with the country lad or girl with few books, few resources, remote from libraries, and often with no one taking much personal interest in them. The circular concerning them, and the paragraph in the yearly Instructions to Inspectors have done good in some cases, but a more methodical system still is needed to meet their case, and wants some careful thinking out.

in towns.

The pupil-teacher in towns is better off, though their lot is an unequal one, as the following statements show.

For instance, Mr. Wilde reports that there are in his district "no "central classes indeed, there is only one place, Portsmouth, where it "could be managed." It seems to me very wrong that in so large and important a place no general system for teaching pupil-teachers has been established. Mr. Wilde.

Premising that his district is rural, with comparatively few pupil-teachers not likely to increase in numbers, Mr. Codd writes:—"There is a "diocesan organization for the assistance of those in Church schools, "and many obtain help through the post from professional crammers"—(I utterly disbelieve in this mode of instruction)—"but otherwise no steps "have been taken to secure more efficient training and instruction. "Under Circular 297 managers have supplied better books, but little is "done in the way of supervising the instruction, as in various ways suggested. I fear many managers would feel naturally shy at undertaking "this kind of work. Many candidates are presented under Article 33 "to complete the staff, who drop out at the end of the year, their places "being taken by fresh ones, and in some cases indentures are extended "without any intention on the part of pupil-teachers of sitting for the "scholarship." Mr. Burrows thinks "amidst much general improve- Mr. Burrows. "ment the one unsatisfactory point (to a very marked degree) is the "lack of improvement in the attainments of pupil-teachers, as shown in "their annual examination, and in the scholarship list." He rates their attainments as lower than those of the pupil-teachers 15 years ago. He thinks the curriculum too hard for such young boys and girls who have daily to teach as well as learn. "The subjects are excessive in "number and scope, and their preparation tends to cram, and mere "book-work instead of to the production of practical teachers. In most "parts of the district the pupil-teachers are taught by their own head "teacher: in Southampton alone has any definite scheme of central "instruction been adopted, and that so recently that a verdict on its "efficiency would be premature." He advocates, as the best solution of the difficulty, a mixed system, which, "while relieving the head "teachers of some of the general instruction, should leave certain subjects, and all general responsibility to them;" and he further well insists on keeping up the personal tie between the master or mistress and their apprentices. He adds that though their attainments have deteriorated, yet the girl pupil-teachers have gained in practical skill and intelligence, and traces the fact to a better choice of candidates, the greater variety of subjects now taught in the schools themselves, and increased salaries. Mr. Codd.

"In Salisbury a system of classes for training pupil-teachers has recently been established, and a scheme of quarterly examination. The instruction is given by the teachers themselves under a judicious division of labour, and in the revision of papers they receive some assistance from others outside their body. It has already proved to be beneficial. In Winchester, where the number of pupil-teachers is smaller (though the city is larger) the old mode of separate instruction remains in force. I have no doubt that managers are giving increased attention to the advancement of their pupil-teachers." Mr. Greene.

"Central classes might well be established at such centres as Bournemouth and Weymouth. But there are difficulties in the absence of any central teaching institution. Meetings have been held both of managers and teachers to discuss some scheme for central teaching, but so far without result, partly from the above cause, partly from the long distances at which the suburban schools are placed, and because in the Bournemouth district the pupil-teachers are not so numerous, as to make the remuneration a sufficient inducement to the teachers for this joint employment, finally because the teachers themselves showed unwillingness to adopt a central plan. At Weymouth, unless Portland could have combined, the number of pupil-teachers was also too small." He adds "that Circular 343 has not as yet produced much result, especially in rural places." Mr. Mostyn Pryce.

Mr. Cowie.

Mr. Cowie gives the number of pupil-teachers in his district as 404, an increase of 46 on the previous year, but of 10 only on the total of two years ago. Of these 24 only passed well, 187 fairly, 193 below fairly. "These figures are discouraging, and seem to show (as I often hear "from managers and teachers) that the cleverer boys and girls are less "and less inclined to adopt teaching as their profession. The largest "school board in the district (the Plymouth) ceased to employ pupil-"teachers some years since. At Devonport the School Board employs "many, and has established the central class system with good results, "as shown in the last scholarship examination, and the teachers of the "voluntary schools in the three towns (Plymouth, Devonport, Stone-"house) are seeking to organise similar classes. We want better material "and we shall not get it without better instruction, higher pay, and "less arduous conditions of service." He ends by noting the low status of the pupil-teachers in the annual class list, though, "this year two boys "appear in the first class, and the girls have done better than usual."

Mr Marvin.

"Central classes have been established at Penzance and Redruth. At Penzance the different teachers arrange between themselves who shall teach each separate subject. The experiment is at present but just started, and everyone seems very well pleased with the arrangement. The teachers propose to institute also quarterly examinations, and to give prizes for the best year's work. Camborne talks of following suit, and there are hopes of other towns doing the same. The greatest difficulty is with the country pupil-teacher. In some cases he might go to the nearest town for a Saturday class. This is being done at Helston. But the expense of locomotion is a difficulty Good might be done by the teachers of certain localities combining to hold a quarterly examination, and drawing up a joint list of marks, perhaps even more good in this way than by the large associations which have been formed, embracing considerable areas, and whose periodical examinations are, in form and effect, the same as the Government examination."

But even thus Mr. Marvin concludes that the lot of a pupil-teacher is a hard one with his five hours of teaching, his instruction after or before school hours, his private study, his walk to and from the school, and he thinks that energy of body and originality of mind cannot be expected under such circumstances.

The Exeter district.

There are in my district very few country pupil-teachers, and as to them I have already written. The one satisfactory thing is that attention as to their circumstances is now fully aroused. Several of the larger Exeter schools are worked through assistants only. But there are some 90 attending the new central classes. These, to my great satisfaction, were instituted in October 1893, and are working exceedingly well. They are in connection with the new "Technical and University Extension College" just previously established, mainly owing to the great energy and zeal of Miss Montgomery. My assistant and I have seen the classes at work, all under able and efficient teachers. All who attend tell me how much they like their teachers and value their lessons. Pupil-teachers also attend from Exmouth and Lympstone and more would do so but for the expense of journeys, and unsuitable times of train service If the county council could aid by paying some journey money it would be very well spent. The marks obtained by the pupil-teachers are sent to the principal of the College, their papers always shown to them, and commented upon in kindly spirit. Already there is much improvement, especially in subjects formerly the weakest, such as geography and history. To the teachers remain the supervision of their apprentices in teaching, reading, recitation, and needlework in case of girls. Some relaxation as to the hours of teaching has been conceded. I have conferred with some of the Salisbury teachers, and been favoured with their syllabus of examination, and can confirm

Mr. Greene's statement as to the well working of their self-initiated scheme. I should, however, like to see in every city and town of any size some such college as those of Exeter and Reading established as the coping-stone of education locally, and stretching out one hand to the University and the other to the elementary schools. I append to this report a page of Mr. Wilde's on the study of French in Jersey, and must conclude by cordially thanking my colleagues for their very careful and valuable statements and suggestions on all the most important topics which have here been discussed, and for the great help which I have received from them in drawing up this report.

I have the honour to be, &c.

E. H. Brodie.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix from Mr. Wilde's Report on Teaching French in Jersey Schools.

The Isle of Jersey forms part of my district. Here English laws do not apply. It is only during the last 12 months that the Island has framed a Law for compulsory attendance at school. When I was last there the Law had not received the sanction of Her Majesty, so that I can say nothing of the effect it may produce. At present I see in the elementary schools a very small proportion of the children that according to the English mode of reckoning should be in attendance.

French is the official language of the Island. To encourage the teaching of this the States give a large annual grant besides the grant assessed according to the English Code. As this grant for French is so large, it is equivalent to making it a compulsory subject. As much time is necessarily given to French, the States begged that this might be allowed as one class subject in the English Code. Accordingly last year the schools were examined for this. I availed myself of the services of the States' French Inspector and accompanied him in his round of examination. The conclusion arrived at was that as an educational subject the French was thoroughly satisfactory. Intelligence was conspicuous in its presence or in its absence. The country children who spoke French had not the great advantage over the town children, to whom it was foreign, that I should have expected to have found. Those who translated from English into French by ear only invariably had more mistakes in grammar than those who, like the town children, had no ear to assist them.

GENERAL REPORT, *for the Year* 1894, *by* W. WILLIAMS, ESQ., *one of Her Majesty's Chief Inspectors, on the* SCHOOLS *in the* WELSH DIVISION.

MY LORDS, Aberystwyth, January 1895.

I HAVE the honour to present my general report for the year ended August 31st, 1894.

Change in the boundary of the division.

As stated in a foot-note in my last report, considerable changes were made both in the boundary of the Welsh Division and in the districts of some of the Inspectors when the Rev. R. Temple retired in March 1893. The English Unions of Ellesmere and Whitchurch, previously included in the Welsh Division, were removed from it, and the Welsh Unions of Knighton and Presteigne, which had formed part of the Shrewsbury district, were brought into it, so that now the boundary of this division almost coincides with that of Wales and Monmouthshire.

Changes in the staff.

In addition to Mr. Temple, two others of my oldest colleagues have subsequently retired, viz., the Rev. S. Pryce in January, and the Rev. E. T. Watts in September, 1894.

Mr. Pryce had had the charge of the Carmarthen district since 1871, and his district (which had been considerably changed in 1893), after having been for some months under the supervision of Mr. Bancroft, of the Pembroke district, has lately been put under the charge of Mr. Thomas Jones, M.A., who has been promoted to the position of Inspector, and who had for many years been Sub-inspector in my district. And I wish here, in passing, to bear testimony to the efficient, loyal, and conscientious manner in which Mr. Jones discharged his duties, and to the valuable assistance he rendered to me.

Mr. Watts's place in the Carnarvon district has been filled by the promotion of Mr. Edward Roberts, M.A., formerly assistant and subsequently Sub-inspector in the same district.

The vacancy caused by the promotion of Mr. Jones has been filled by the appointment of Mr. Lewis J. Roberts, B.A., of Exeter College, Oxford, and of Lampeter College, as second Inspector in my district. Mr. Temple's assistant, Mr. Johnson, was assigned to me with his district, and Mr. D. Thomas, B.A., was subsequently appointed second assistant in my district; and the result of these changes will be to leave the number of Inspectors, Sub-Inspectors, and Assistants the same as they were two years ago.

SCHOOL ACCOMMODATION.

Growth of population.

The population of the south-eastern portion of the division still continues to increase, especially in Glamorganshire, West Monmouthshire, and South-eastern Carmarthenshire, and the rapid and sometimes sudden increase requires frequent additions to the school accommodation, and often renders it difficult for the school boards and others to meet the demands arising not only from the growth of towns and mining villages, but also from the sudden springing up of new populations when a fresh coal-pit is opened, or some new works started. These demands seem, however, to be zealously and successfully grappled with in most dis-

tricts, and it would appear that it is only in the Swansea School Board district the increase in the accommodation fails to keep pace with the growth of the population.

Some of the mining and industrial localities in North Wales, too, show an increase in the population, and a considerable amount of new accommodation has been provided in them, and some old buildings have been replaced by new and larger ones.

In the middle and south-western portion of the division the population, speaking generally, is stationary or decreasing, and seldom is there any demand for additional accommodation, but only for improvements in existing buildings and for replacing those which can no longer be recognised. I shall now quote from the reports supplied to me by my colleagues.

Mr. Edwards reports:—

Merthyr district.

"The population is increasing at an accelerating rate in the Pontypridd Union, whilst there is a steady growth in almost every other part. It has been difficult for the Ystradyfodwg School Board to overtake the demand for more accommodation in their densely-populated district. New schools have been completed, or are in the course of erection, in the parishes of Aberdare, Llanwonno, Gelligaer, Eglwysilan, Aberystruth, and Bedwellty, and even at Merthyr Tydvil, a town which was generally thought to have seen its best days, the school accommodation will have to be increased to the extent of at least one department, besides enlargements of several schools. As some parts of the coal-field are only just now beginning to be developed, it is impossible to say what may be the demands of the future. The school boards are, in most cases, making speedy and satisfactory provision for existing needs. Nor have voluntary efforts been wanting. At Llanbadradoc, in the Rhymney Valley, a handsome new National School has recently been opened. The erection of a fine range of buildings for the Dowlais Roman Catholic School by the Rev. Father Pippet should have been chronicled in an earlier report, as an instance of what can be done by enthusiasm and perseverance.

Premises.

"The recent inquiry into the state of the school buildings has resulted in the exposure of numerous defects, which have by no means been confined to the oldest creations of all. Very few schools have, in fact, been found to be satisfactory in all respects, and the reports have bristled with recommendations to improve the lighting, warming, ventilation, or sanitary arrangements. With rare exceptions the managers have carried out the recommendations, or have expressed their willingness to do so, if a little grace be granted them. Some school premises are indeed, beyond cure, owing to their radically wrong construction, or to the fact of the site being far too small, and I hope they may be supplanted by others before many years have gone by. The great bulk of the schools can be made comfortable and healthy by means of minor alterations.

Infants' schools.

"The accommodation of the baby class in infant schools still presents a difficulty, as the need of supplying a special class-room for them is not generally recognised."

Mr. Monro reports:—

Swansea district.

"The needs of the district in respect of school accommodation are constantly requiring the erection of new schools, and the extension of existing ones. The School Board for Swansea has not managed to keep pace with the growing demands for additional school accommodation. The suburb of Brynmill is still without its school, although plans for a fine large school have been approved more than 12 months ago. Nothing has been done to supply the deficiency at St. Thomas, Manselton, and Cwmbwrla. The attention of the board has been drawn to these points by the Department, but difficulties as to site are constantly cropping up.

"Many of the schools are overwrought and should be extended, and new schools are immediately required for the reported cases at Aberdyberthi, Bethany Branch, and Llangyfelach. After much delay the new higher grade boys' school was opened for work in September last.

"School boards have been formed at Clyne, and at the populous centres of Aberavon and Maesteg. On account of the inadequacy and the unsatisfactory condition of the school premises in the latter district, the board will find its hands full for some years to come, and nothing but a very general substitution of new buildings for the old ones will meet the case.

"Very considerable extensions, in some cases amounting to reconstruction, and involving considerable enlargement, have taken place at Nantymoel, Pontycymmer, Bridgend National, Margam, Porthcawl, Bryncethin, Kenfig Hill, Ystalyfera Gwaun Cae Gurwen, Glynneath and Cadoxton. Large new schools have been, built at Llanharan, Cowbridge, Tynewydd, Gorseinon, Clydach, Cwm Cynor, Coelbren, Skewen, Birchgrove, Garnswllt, Tonmawr, Briton Ferry, Aberavon, Cefn Cribbwr, Garth Maesteg, Coychurch Lower, Pontrhydycyff, Gwrhyd and Onllwyn.

"Numerous other additions and alterations have been made, the issue of Circular 321 naturally bringing about the majority of these improvements, although I am glad to say that there is on the part of most managers a spontaneous desire for more extended and improved accommodation when they seem to be needed."

Mr. Whitmell reports :—

"The population has increased and continues to increase rapidly, and must at present (November 1894) exceed 300,000. I am, therefore, very grateful to have had for the last two years the whole, instead of half the time of my second assistant. Cardiff district.

"Since my report of 1892, 20 schools have been enlarged, five new ones opened, three reduced in accommodation, and one school has been closed. The additional accommodation amounts to 4,865 places; but of these 312 are in a temporary building.

"The very ancient building at Pentyrch, to which the assistant architect from the Department paid a special visit, is to be reconstructed. New buildings are much required at Pentyrch Works, Machen, Llanilterne, and St. Bride's Wentlooge.

"Deficiencies occur in the school districts of Cardiff, Radyr, Barry, Penarth, Dinas Powis, Newport, Risca, and Mynyddislwyn, but are being dealt with. As it takes some time to provide a school, arrears in growing districts can be avoided only by building beforehand, a fact not yet clearly realised by some school boards.

"The detailed reports upon school premises (Circular 321) during the year, February 1893 to January 1894, have been followed by most gratifying results: lighting, warmth, and ventilation have been improved, large rooms subdivided, small ones enlarged, additional staircases and entrances supplied, offices extended and made sanitary. But the principal gain has been the provision of satisfactory and adequate cloak-rooms distinct from the schoolrooms. Premises and Circular 321.

"School desks are still in many cases very unsatisfactory. They are far too often made by a local carpenter, ignorant of the difficult problem of desk construction, and left to his own devices. The faulty apparatus lasts for years, inconveniencing generations of youthful learners.

"Many school playgrounds are in a rough and unsatisfactory state. Several of those at Newport have recently been put into good condition by being covered with asphaltic concrete.

"I have not as yet seen any school stoves which conform strictly to the requirements of the new building rules. These are so framed as to prevent deterioration of the air of the room by the stove."

Mr. Morgan Owen reports to the following effect :—

"Since I wrote my last report a great improvement has taken place in this district. Denbigh district.

"The following additional accommodation has been provided :—(1.) board schools: a new mixed school at Glyn Ceiriog; a girls' department at Denbigh; and infants' departments at Soughton, Penygelli, Rhosddu and Vrondeg. (2) Roman Catholic schools: a fine new school in three departments at Wrexham to accommodate 400, and to replace an old one; and at Holywell a new building to accommodate 300 boys and girls, the infants in future occupying the old building. (3.) National schools: a new mixed school at Nannerch, and new infant rooms at Hope, Penycae, and Saltney Ferry. New schools or departments.

"New class-rooms have been added to the following board schools :—Mold (girls), and Holywell and Garth (infants); and to the following National Schools :—Holywell (mixed), Minera (boys), and Bistre, Buckley, Llanrhaiadr, Brymbo, Bettws-yn-Rhôs, Rhosymedre and Eyton (infants). New class-rooms.

The following National Schools have been enlarged :—St. George's, Flint, Broughton (Hawarden), Lane End (Buckley), Pontblyddyn, and Pontfadog. Mold National School has been greatly improved at much expense. Enlargements.

"New Board Schools are to be built at Corwen to replace the old British School, Greenfield (100 infants), Rhôs (300 infants), Pentre Broughton (300 infants), and Dyffryn Ceiriog (80, mixed); and National Schools at Wrexham (400 girls), Hawarden Shotton (100 infants), Bagillt (100 infants), and Prestatyn (120 mixed). Proposed new schools.

General improvements.

"General improvements have been carried out at St. George's, Dyserth, Llanty silio, Rossett, Caerwys, Rhyl, Marchwiel, and Hawarden National Schools; at Rhosddu, Mold, Ruthin, Pentrecelyn, Bistre, and Vron (Byrmbo) Board Schools at Flint and Pantasaph Roman Catholic Schools; and at Rhyl British School."

Mr. Jones reports :—

Llanelly district.

"At the beginning of 1894 a fine building for infants was opened at Burry Port by the Pembrey School Board; a new school at Cefneithin was recently erected by the Llandebie School Board to supply a deficiency in that district and to relieve the neighbouring schools, which were much overcrowded; a good room for infants has been added to the Llandebie National School, and Mynydd-y-gareg School under the Kidweli School Board has been enlarged by the addition of a good room for infants."

Mr. E. Roberts reports :—

Carnarvon district.

"The board schools at Colwyn Bay, Cwmyglo and Llanwnda, Carnarvonshire, have been enlarged, and new class-rooms have been added to Gerlan National Schools, and Llanarmon, Deiniolen, and Llandudno Board Schools, Carnarvonshire, and to Cemmaes British and Llangaffo Church School, Anglesea."

Aberystwyth district.

"A new school built by voluntary means and subsequently transferred to the school board, has been opened at Aberdovey, and is doing very good work. A small school has been opened at Cwmstradllyn, a remote locality in the parish of Penmorfa, Carnarvonshire. This school like the last, was provided by voluntary means, but is maintained by the school board. A small school has been provided at Brynberfedd, a remote locality, by the Llanwenog and Llanarth School Boards. A fine new school has just been erected at Llanymynech to replace the old church school there, the premises of which were unsatisfactory, and a new school is about to be built in the adjoining parish of Llandyssilio for a similar reason. Holy Trinity School, Oswestry, has been enlarged by the addition of a new room for the infants. A new board school is being erected at Llanrwst to replace the existing schools, the premises of which could not be made quite satisfactory. A temporary school has been provided by the Birmingham Corporation for the children of the workmen engaged on the new waterworks in the Elan Valley, near Rhayader. Pennal Board School, Merionethshire, is being rebuilt, and Aberystwyth Board School is being extended.

"New class-rooms have been provided at Tremadoc Board School, and at Christ Church (Welshpool), Guilsfield, Church Stoke, Llanyre, Porthywaen, Chirbury, Dolforwyn, Whittington, and Llandrindod National Schools.

"A new room for the infants is required at Llanidloes National School, and additional accommodation is required at Cwmdauddwr National School, Rhayader."

School Premises, Circular 321.

The issue of Circular 321 led to a general review of the school provision of the country; and the renewal or extension of many of the schools mentioned in the preceding paragraphs has been largely due to the action taken by the Department on the receipt of the detailed reports required by this Circular. And, if I may be permitted to say so, the action of the Department in this matter was not only justifiable but highly necessary, and this is now generally admitted even by those who were at first alarmed at and opposed to the demands made upon them.

Some old buildings which had been recognised very many years ago, and had been tolerated ever since, had to be condemned, and these in most cases are being replaced by new buildings; and many other old premises which were susceptible of being made fairly satisfactory are being improved.

In very many schools the lighting, heating, and ventilation have been improved and the offices made more sanitary and satisfactory; but the most general and one of the greatest improvements effected has been the provision of cloak-rooms, which were either non-existent or quite inadequate in most schools. These improvements will greatly conduce to the health and comfort of scholars and teachers, and ought to add to the efficiency of the schools.

Lighting of schools.

The proper lighting of rooms is often overlooked or not understood by architects in planning schools. A room may be said to be fairly light,

and yet the incidence of the light on the desks may be unsatisfactory, and children may have to write in their own shadow because the light comes from the right instead of the left, and there is none or too little from the front. If no light can be obtained from the left an extra amount ought to be provided in the front by making the windows reach high.

Offices.

The offices, when not proper waterclosets, are not, as a rule, kept in so satisfactory a condition as they ought to be, and this is chiefly due to not taking precaution in erecting them to provide ready means for clearing them out when required. For this purpose apertures should be provided in the back wall, and these apertures should be kept covered up except when the offices are cleared.

Ventilation.

The principles of ventilation seem to be getting better understood, and the appliances for ventilation are being improved, but sufficient care is not always taken to regulate the ventilators to suit the varying conditions of the wind and temperature, and one sometimes finds a large portion of one or two windows open when a few inches at the top of several would have been better. I should like to see Tobin's tubes more generally used for the admission of fresh air, especially in class-rooms, because the air is more apt to become stagnant and impure in them than in the main rooms.

Ornamentation of school walls.

The walls of many schoolrooms are bare and unattractive, and I should be glad to see more done to decorate schoolrooms and make them look more cheerful. An excellent example of what may be done in this respect can be seen in the Rhydypennau Board School, Cardiganshire, which was, until a couple of years ago, under Mr. John Evans, F.L.S., now assistant to Her Majesty's Inspector at Merthyr Tydvil.

Attendance.

Mr. Edwards :—

Mr. Edwards.

"The total average attendance has risen from 47,827 in 1892 to 54,959 in 1894. The total number on the registers of all the schools was 66,287 in 1892, and 71,484 in 1894. There is an improvement in the per-centage of attendance if this method of comparison can be relied on. The Aberdare School Board continues to deserve honourable mention for its success in securing regular attendance. The Merthyr Tydvil, Ystradyfodwg and Llanwonno School Boards are very fairly energetic, while the Eglwysilan and Llantrisant Boards are far too lenient. I have had to report two or three school boards for laxity in permitting boys to go to work without a certificate of exemption. The excuse always is that the circumstances of the family make it necessary that the boy should be earning wages. Boards do not sufficiently discriminate between the instances of genuine necessity and those in which the parents are merely actuated by the desire of gain. The Act can never be firmly administered until the child's educational interests are considered paramount.

Truant School.

"The Truant School at Quaker's Yard has been at work since January 1893, and has been found extremely useful by the associated school boards in dealing with truants of the male sex. I fear that girls are allowed a certain license in irregularity, for reasons similar to those mentioned above, especially when they come to be useful to their mothers."

Mr. Whitmell :—

"Almost all the schools are free, the conspicuous exception being the Cardiff Higher Grade Board School, at which 6*d*. a week is charged. There is, I think, a slight improvement in regularity of attendance, but the main result of abolishing fees is the great increase in the number of very young infants. In planning infant schools it is now very important that this element should be allowed for, by making these departments bear a larger ratio to those for older children, and by providing, when possible, a separate class-room for the babies.

"The Penarth School Board has raised the standard for total exemption to the 6th, and the Rumney Board to the 5th. . . . .

"In response to a request from the school board, the Cardiff stipendiary magistrate has arranged to hold a special court for hearing non-attendance cases, so as to avoid associating children and parents with the undesirable elements so often present in the ordinary police court.

"The provision of a Truant School for Cardiff, or of some form of industrial school, has several times been mooted, but no definite arrangements have yet been made

"Recent returns (1894) from Newport give the average attendance as about 80 per cent. In Cardiff itself, during September 1894, the per-centage reached 81, a decidedly hopeful result. The Cardiff staff of officers has been increased, but is still, in my opinion, inadequate. At certain schools where the head teachers vigorously supplement the efforts of the officers, the per-centage has reached 90.

"In a town, like Cardiff, constantly receiving an influx of new-comers, it is of the greatest importance to have officers, not only to keep children at school, but also to seek out the fresh arrivals, and see that they are actually entered at some school."

Mr. Monro :—

"There is still room for improvement in regularity of school attendance. As the per-centage of the attendance, when compared with the number on the rolls, varies in different schools from below 70 to above 95, it follows, the machinery for carrying out compulsory attendance being the same, that different authorities must take widely different views of their duties in this respect. The teacher often complains of the officer, the officer of the attendance committee, and the latter of the magistrate.

"Infantile epidemics cause great havoc in the school attendance, and, from some cause or other difficult to assign, these seem to be increasing on the increase, especially in industrial centres. In populous places it is I think to believe that the closing of schools has a deterrent effect, as the children when school is closed meet and play together in the streets and in each other's houses, often under circumstances more favourable to the spread of disease.

"The closing of schools on insufficient grounds when the weather is wet and attendance low, has to be guarded against. . . . "

Mr. Bancroft :—

"There is nothing very fresh to say about the attendance at schools. The same complaints are made by teachers as were made years ago, and the magistrates are often blamed for their leniency. A very large share of the blame, however, in my opinion, belongs to that large class of indulgent parents who keep their children at home at the beginnings and endings of weeks, on market days, and on days before or after a public holiday, without any sufficient reason. The hardship is that these children not only injure their own school progress, but also retard that of the regular attendants, for lessons have to be repeated for their benefit.

"In most schools it is the [illegible] classes that attend best, and, of course, they do best at the examination. It must also not be forgotten that in the upper half of many schools there are a large number of scholars who are beyond the compulsion age, and attend when they please or when they are not wanted at home.

"Many teachers put attractive subjects, such as singing and drawing, on their time-tables for Friday afternoon, when they [illegible] to attract a strong [illegible] to stay away. Others find that the system of marks is useful, while others say no, prizes and stated [illegible] but all are of [illegible] unless the teacher takes a real interest in his pupil. There is a tendency in many places to begin school [illegible] and at an earlier age than formerly. [illegible] in the town of Kingston, in [illegible] (of which part I had temporary charge this year), with a population of [illegible], there were only five scholars examined in the 6th Standard, and none in the 7th. The only boy in the 7th over the [illegible] was not sent to school as the day of inspection, and, as [illegible], now they [illegible] on the very worst days as to weather."

Mr. Alexander :—

"The total average attendance has consi[illegible] increased since [illegible] has become an accomplished fact. This is owing principally to the presence of [illegible] who are now sent to school to the great relief of their mothers and the [illegible] school discipline. In the case of the older children there is no very good [illegible]

ment in the average attendance as compared with the number on the books, nor do the authorities appear to be much more zealous in enforcing the law with regard to absentees than of old. Still, I think, matters are slowly improving."

I have little or nothing that is new to report in regard to attendance at school. Most of the larger school boards and some of the school attendance committees appear to enforce attendance well or fairly well, but some of the small school boards and of the attendance committees continue remiss, some of them, indeed, very remiss ; and it has been my duty in the course of the last two years to call the attention of your Lordships to some of the most negligent of them, and these, I am glad to say, have shown improvement.

The areas which some of the attendance committees assign to their officers are so large and scattered, and the salaries they pay them are so small, that it would be unreasonable to expect the work to be efficiently done ; and what is also unsatisfactory is, the committees usually meet after the meetings of the Board of Guardians, when the members are generally tired and anxious to get away, and not in a mood to enter fully on the reports of the attendance officers and take proper action on them.

If the smaller school boards and the attendance committees were to combine to maintain intelligent attendance officers and pay them fairly, the work would be much more efficiently done than it is at present. Under such a system the same officer would have all the children living in the same neighbourhood on his books, and he would be required to visit all schools alike whether voluntary or board.

It is much to be regretted that with all our machinery for improving education and all the money spent on it, so many children still grow up imperfectly educated.

Condition of the Schools.

Elementary and Class Subjects.

Mr. Edwards:—

"Of the 71,484 children on the registers of all the schools, 63,056 are taught in board schools, 6,240 in Church of England schools, 2,188 in Roman Catholic schools, and 96 in British schools. It will be seen that the school boards are responsible for the education of more than six-sevenths of the total number of children in the district. The numbers (aproximate) under the charge of the chief school boards are as follows:—Ystradyfodwg, 14,000; Merthyr Tydvil, 9,000; Bedwellty, 7,000; Aberdare, 7,000; Llanwonno, 6,000; Aberystruth, 5,000; Gelligaer, 3,000; Llantrisant, 3,000; Eglwysilan, 3,000; while the rest of the children are looked after by voluntary managers and the smaller school boards.

"The voluntary schools, which number about 30, vary in efficiency according to the amount of their resources. In several cases the subscriptions fall lamentably short of what is required for liberal maintenance, and occasionally they even sink to zero. It is, therefore, not surprising that the most inefficient schools in the district are voluntary schools, while, on the other hand, some voluntary schools, which are well managed and well supported, would stand high in a general list.

"The number of schools obtaining the higher principal grant is increasing with the adoption of better methods and under the pressure of competition. Some of the school boards are ready to furnish all that is required in the way of staff and apparatus ; and as they have obtained the maximum grant for the majority of their schools, they are ambitious enough to expect the same degree of success from *all* the rest. They do not see why all the head teachers should not do equally well, when they are equally well equipped. A really creditable report does not always

save a hard-working teacher from an undeserved reproach (conveyed by a letter from the clerk) when the grant falls below the maximum. It is not understood that even high merit admits of being graded, and that to achieve less than the highest is not necessarily blameworthy.

"These boards, however, although their demands are somewhat too exacting, pursue a better educational policy than one or two others, which have discovered that a fair degree of efficiency in the schools costs less to the rate-payers than an excellent degree, and push economy to the verge of stinginess, not only in the payment of salaries, but in the supply of apparatus, the ordering of repairs, &c.

Reading. "The reading is generally fluent and is seldom quite inexpressive, but complaints have still to be made that the children in many schools do not seem to follow the sense with a due degree of intelligence. One cause of this defect is that the questioning on the matter of the reading lesson is postponed until all the words are known. The aim is to get all the children to read fluently, so as to ensure at least one element of success at the examination. There is a large amount of simultaneous reading, which is very efficacious for the purpose of covering a given amount of matter in the smallest space of time, but it is mostly parrot work. The children get into the habit of reading without thinking, unless there is not only a good deal of individual reading (only possible with small classes), but also a continual reference to the matter, the succession of events in a narrative, the connexion between the various incidents, the moral, &c. I am not sure that very long narratives, occupying the whole of a reading-book, are so suitable in elementary schools as a varied collection of lessons, including some very short stories. The objection to the former is that children never attend school with perfect regularity, and the thread of the story is therefore lost to many of them, while the amount of information contained is limited. It is very important that children should form the habit of reading long narratives, but this is best gained by means of a school library, which should provide for the needs of the younger as well as of the older children.

"Bi-lingual reading has been commenced in the schools of the Merthyr School Board, the teaching as yet being confined to the lowest standards. The work is necessarily difficult at first, and requires great perseverance. The results have not yet come before me, but the progress made in one year will probably be small in comparison with the labour expended.

Writing. "Some styles of writing are coming into vogue, which invite adverse criticism. They differ in detail, but agree in one respect, that the letters are badly formed and stiffly separated. The result is that the page seems to be dotted over with single letters. The words are hardly distinguishable, and the legibility of the writing suffers extremely in consequence. When it is added that such a style of writing requires an inordinate amount of space, enough has been said to show its unsuitability for use in elementary schools. The best handwriting is that which combines perfect legibility with good form and fair speed. . . . The practice of writing page-hand is too often discontinued in the upper standards.

Recitation. "The children in many schools recite the prescribed pieces in excellent style. The importance of clear articulation is not sufficiently considered, and the vowels are frequently slurred, the words said being very like in sound to those in the original but utterly destroying the sense.

Class subjects. "The variety of choice of subjects in Schedule II does not tempt the teachers to depart from the well-trodden path of custom. English and Geography in boys' schools and English and needlework in girls' schools are still the favourites, while elementary science and history have occasional devotees. Geography has certainly enough points of contact with natural science to give an admirable training to all the faculties, while English is recognised by both teachers to be of the greatest service in strengthening the reasoning powers. The latter subject is however sometimes very wholly taught by unsuitable methods. The girls use a geographical reading book in which they may pick up at most some knowledge of the world, even if they have not lessons in the subject. The map of Glamorganshire which was prepared at the instance of Mr. Whitbread by Mr. Ravenstein is becoming extensively used in the schools, and is admirably adapted for its purpose. Civilization maps of the country have been issued, but are not being procured, but are as yet far from being general.

Mr. Bancroft:—

Reading. "Reading does not improve much. Teachers give too little time to it, and much of the time is used for teaching spelling and grammar. Intelligence is not sufficiently cultivated, and by intelligence I mean not so much the power of explaining difficult or uncommon words or phrases as of understanding and appreciating the

subject-matter of the lesson. This can often only be obtained by conversational questioning at the end of each chapter or lesson. Simultaneous reading is not much in vogue in my district, except in some of the large classes of big schools, where it is perhaps indispensable. What the children want is a good pattern, and this, of course, they cannot always have. I think that teachers often make the mistake of seldom, if ever, giving a reading lesson on easy and familiar matter, for in such a case the scholars would take a pleasure in it, and could be taught to combine expression with fluency. In the schools of the Welsh-speaking parts of my district, it is often very difficult to find out whether the children of the lower standards understand much of what they are reading, and none of the teachers have as yet availed themselves of the use of bi-lingual books, and I cannot therefore offer any opinion on the value of such books.

Recitation.

"The recitation, if it is well taught and suitable pieces are selected, is a great help to the promotion of good reading in a school. In many schools it is very well taught, but in some it is got up "anyhow," and cannot be said to have been "taught." It is difficult to get the older boys and girls to recite the poetry really well, but the younger scholars, and the infants can be trained to do so without very great trouble, and we often hear little things of 5 or 6 years of age recite pieces of poetry with clear and distinct utterance, suitable action, and proper emphasis—in fact, perfect little actors.

Writing.

"In writing the best results are produced where it is taught systematically from the blackboard, but many teachers, who are not qualified to do this, trust to head-lined copy-books, and often with much success, when they use the best kind, and take pains to supervise carefully the work of their pupils.

Spelling.

"The giving of unseen pieces for dictation in Standard IV. has been a success, for now spelling has to be taught rationally and not merely with reference to the words that occur in the prescribed reading books. Some of the best teachers in infants' schools begin by teaching little words of two letters, and then prefixing all possible consonants, and getting the children to read them backwards and forwards in every possible order. The child's knowledge is thus used in every step, and its interest excited. Several primers and books for the lower classes have recently been published, which will be very helpful to the teacher in this matter. My assistant, Mr. Williams, suggests more transcription for Standards I. and II. as an aid in teaching spelling.

Composition.

"Composition in the 5th Standard, which consists of the reproduction of a short story read twice, is a very useful exercise, but it is, in Welsh-speaking districts, admittedly a difficult one, even if the story is read once or explained in Welsh. In some schools, where the children speak very little English except in school, translation from Welsh into English is taken in place of the story, but the teachers with whom I have discussed the question, appear to doubt the advisability of continuing translation in the 6th Standard, where the composition takes the form of a letter on a simple subject.

Arithmetic.

"In arithmetic the weak subjects are the problems and mental arithmetic. The former can only be taught with success when they are worked out by the teacher with the class on the blackboard, and I fear that not many do so. Mental arithmetic is one of the most useful exercises. It is, however, not so much neglected as it used to be, but it is not made sufficiently interesting to the children, and in many schools not only the infants, but even the children in the upper standards still count on their fingers. More concrete teaching is wanted, especially in beginning fractions. I have for the past year tried to encourage the teaching of the decimal or metric system, but I find that most teachers have ignored or not noticed the requirement. Many teachers plead that they have no time for it, just as they dread the introduction into the Code of object lessons for the three lower standards. I think that time might be found for, say, one object lesson a week and one metric system lesson a month; and to make up for this I should be very glad to welcome less mechanical accuracy than is too often obtained in the slate arithmetic of the lower standards. The drudgery necessary for obtaining such results must be extremely irksome to the scholars, while occasional object lessons would not only be interesting to them, but would also awaken their intelligence and quicken their observation.

"Most of the schools in my district, though a large majority are small, take up two class subjects, which are generally English and Geography, with needlework instead of Geography for the girls. There is often a great want of intelligence, but it is due very often to the fact that in many of the small schools the teacher has not enough time for doing the work properly. In English the work of the 3rd Standard is nearly always inferior, as the children are not taught to learn the *reasons* for distinguishing the several parts of speech, while the making of sentences, a most valuable exercise, especially with a view to composition in the upper standards, is too much neglected. Schools which take geography ought to have not only a plan

of the school hung up on the wall, but also a map of the district or county, and an Ordnance map of the locality on the scale of six inches to the mile. Lessons could then be given that would be both useful and interesting. History is not often taken as a class subject. It is remarkable that the children know very little about the facts of history, though historical reading books are regularly used in every school. This would not be the case if the teachers would only spend a few minutes after the reading of a chapter in a short conversation about the subject-matter."

Mr. Whitmell :—

"The general condition of education is highly satisfactory, the majority of teachers and managers endeavouring in a praiseworthy manner to make their schools really efficient. . . . .

Reading. "To secure good reading a supply, as large and varied as possible, of interesting books should be used. In the higher standards I frequently test the children by requiring each of them to read, so as to make intelligible to the rest of the class, a book or paper not previously known, and I should like to see this method extended to the lower standards. The subject is, as a rule, fluent and intelligent. It would be a great advantage if school libraries were frequently formed.

Writing. "The wider the range of reading the better the spelling. Word-building is also of great assistance to spelling, which has improved in many respects. The Civil Service style of writing is gaining ground with gratifying results, the blackboard and the copy-book being used together.

"Composition is rather a difficult subject, and, when good, implies intelligent and systematic teaching. The exercises in composition show some weakness in spelling.

Arithmetic. "In some schools mental arithmetic is now satisfactory, but in others it remains weak year after year, and we are reluctantly driven to the conclusion that the fault is not with the children. The written problems are now more generally attempted and with better results than formerly.

"Scheme (B), arithmetic, is certainly more educative and scientific than scheme (A), but so far scarcely any school has taken the former. The children are gradually becoming familiar with the principles of the metric system.

Recitation. "Recitation is usually satisfactory. . . . . A wider and more varied choice of recitations is still needed, and it would be well briefly to set out any circumstances of interest connected with the author of the piece chosen.

Grammar. "Alternative scheme (A), in which, from the first, analysis is recognised, has proved very successful, but is not often presented. The subject generally is taught much more sensibly than used to be the case, the time-honoured confusion between words and things having become much rarer.

Geography. "Geography as a rule is well done, especially in schools which possess a sufficient supply of maps and other apparatus. The want of definite scientific training in some teachers often leads to imperfect or erroneous instruction in the important physical aspects of the subject. One of the causes of the variation of climate with latitude is a change, not as is usually taught in the direction of the solar rays themselves, but in the slope of the earth's surface upon which those rays fall.

Elementary science and history. "Elementary Science is taken only in one school, and History is taught in but a few schools. As a rule the latter subject is satisfactory."

Mr. Monro :—

Reading. "I am sorry to have to again repeat my remark that reading is the least satisfactorily taught of the elementary subjects. In style, expression, and in the knowledge of the meanings this subject is far below what it should be, and, although there are noteworthy exceptions, to aid it, however, to show that our demands are not beyond the capabilities of the scholar, reading undoubtedly calls for closer attention and watchfulness on the part of the teacher. I feel certain, however, that it is too often left to take care of itself while the teacher takes advantage of the supposed opportunity to employ himself with some clerical or non-teaching duty. A child does not see or comprehend his deficiency or his progress in reading so well as in dictation or arithmetic, where the number of misspelled words or sums wrong is a definite, tangible fact recording progress or otherwise.

"In infant schools reading has improved. Phrasing and modulation are gradually taking the place of monotonous iteration. Good reading is found only in schools taught by teachers of superior attainments, and above the average in their work generally, and it depends largely, as does recitation, on some of the leading characteristics of a good teacher.

Recitation. "Annotated poetry cards are still very much in use. Their only recommendation seems to be cheapness and handiness. While in the hands of an experienced teacher they may prove valuable, to a young apprentice they are often mischievous.

"Spelling is not progressing, but, on the other hand, slowly declining. Due in a great measure to the absence of any encouragement to prepare a definite set of books in the upper standards, this retrogression may also be ascribed to the increasing number of subjects taken. In a large portion of this district, cookery, drawing for girls [as well as for boys], sciences or other specific subjects, and, in not a few girls' schools, needlework under Article 101 (*c*), form with the elementary and two class subjects and singing from notes the ordinary curriculum. It is, therefore, next to impossible, even where an increased staff is employed, to keep up the spelling and, I may add, the other elementary subjects to the state of perfection in which they were found some years ago. Spelling.

"Composition does not appear to make much progress. To find a moderately good piece of original composition is rare. The substitution of History for English in an increasing number of schools must tend to increase the difficulty of teaching this subject. Composition.

"Arithmetic is taught with intelligence in most of our large boys' and large mixed schools. The teaching is in a great measure interfered with by the narrow limits of the subject in each standard and by the constant drilling that goes on in the same work to ensure perfection at the end of the year. To this end there is a large use made of cards similar to those issued by the Department. This must be destructive of really sound and intelligent teaching. It is almost incredible how closely some inferior teachers confine themselves to the bare outlines of the work laid down in the Code. That this objectionable practice of teaching only what the teachers think may be asked for, and no more, is much too common, may be seen from the number of small text books and cram books now on the scholastic market. . . . Arithmetic.

"Geography and English remain the favourite class subjects, history more frequently than formerly taking the place of the latter. Although probably less difficult to teach than English, history does not help forward the teaching of composition. Class subjects.

"Map-drawing is often left untouched until the end of the school year, and is not as a rule, taught by the use of the black-board. As the young teachers cannot acquire the local geography from the ordinary reading books, the results in this portion of the work are not always satisfactory. I am glad to notice that Standards I. and II. are more often grouped in geography than formerly, and that girls take up this subject more frequently, although it must be confessed with less success, than the boys."

Mr. Morgan Owen:—

"In some schools the reading in the First and Second Standards too often partakes of the nature of memory exercise, as the little ones know a good deal about the subject-matter with their eyes shut; this is owing to simultaneous instruction, and it is this system that causes the pupil to omit the words of the book, and to use words of his own in their place. The reading in the other standards is, I believe, improving. While I examine part of a school I ask the teacher to set books before the top standard for silent reading, and it is refreshing to question upon what they have read, to test their reading, spelling, and general intelligence as far as it bears upon the subject read.

"We have seldom to complain of the spelling; in addition to the test above mentioned I suggest to teachers the benefit of black board spelling by placing on it words of peculiar difficulty and words that resemble one another in formation though not in pronunciation. In future I hope to have time to ask children in the top standards to put words of the same sound, but of different spelling, into short sentences of their own. This will be a pleasant and very usefnl exercise, as it will be a break in the monotony of the mere memory work, and will be an indirect help to original composition. My few efforts in this direction have not been successful so far. Spelling.

"The arithmetic on slates is generally taught in a mechanical manner, so much so that the slightest variation in the position of the figures causes doubt or confusion and their usual attendants—wrong answers. . . . The arithmetic on paper, except the problems in Standards III. and IV., is improving, and four sums right by both girls and boys is by no means an unfrequent occurrence. Arithmetic.

"Grammar is, upon the whole, successfully taught in this district. I think the blackboard should be more frequently used than it appears to be when lessons are given on this subject. Grammar.

"Geography is generally taken as a second class-subject in this district. As a rule, it is successfully taught. I have, however, lately observed that the Code is not as strictly followed as it should be; for instance, while 'physical' geography is generally very well known, the 'political' aspect of the subject has been more or less ignored. And the same remark applies to 'knowledge of productions,' 'inter- Geography.

'change of productions,' 'commercial relations,' 'circumstances which determine climate,' 'conditions of successful industry.' . . . .

History. "History continues to be taken as a second class-subject in some schools, and I am surprised at the intelligent and accurate way in which it is taken up. . . ."

Mr. Alexander :—

Reading. "I cannot say that there is as much improvement as I could wish in reading since my last report. Too little time is allotted to it, and I fear too much is left to chance. Many passes are obtained, but the quality of the reading is not generally good as regards expression and clearness. In many parts of the district the Standard for exemption has been raised to the 5th, and the difference as regards unseen reading is very great—at least as far as knowledge of words goes. I find a child in the 5th Standard usually reads with ease, though not with much discrimination or expression, where a child in the 4th falters, stumbles, and very likely may fail outright.

Writing. "Writing which is really slovenly and careless is now rare, but at the same time there is little ease and fluency in the work of the upper standards. This, I believe, results from a want of attention to good method in teaching the lower part of the school, and also sometimes from want of sufficient practice on paper during the year.

Spelling. "On the whole, the children spell very fairly, and it is only now and then that a standard breaks down entirely in dictation. As word-building takes the place of the older and more uninteresting methods, it is to be hoped that results will be still better. In unskilled hands, however, there is danger that they may be worse.

Arithmetic. "More problems in arithmetic, I am glad to say, are now attempted, and the teaching is generally on more intelligent lines than used to be the case. There are still a few teachers (principally women) who are unable from early training, or some other cause, to depart from the old mechanical ways.

"Before concluding my remarks on reading, writing, and arithmetic, I cannot help saying that I find less and less time is being given in our elementary schools to these subjects; and this appears to me to be still more likely to be the case in future. Time-tables have been presented to me in which only a comparatively small portion of the whole time is given to these indispensable subjects, and this is not to be wondered at considering that managers often think it necessary to attempt almost everything. This is, of course,—very naturally—with a view to the grant, but it is a policy which often defeats its own ends.

Class subjects. "English has in a good many schools been superseded. Geography and History have superior attractions, and, in a few cases, Physical Science. I believe children like History best, and generally answer well. I cannot say, however, that class subjects are, on the whole, well-taught. The knowledge shown is too superficial, too mechanical, and too uneven to be satisfactory. Teachers are not altogether to blame, as in small mixed schools they have often more on their hands than they can manage; two class subjects being taken for the sake of grant when only one can be successfully taught."

General remarks. The first thing that strikes me in taking a general view of the educational condition of this division is the great difference in the efficiency of the schools. The great diversity in the physical character of the country, the uneven distribution of wealth and population, and various other circumstances would naturally lead one to expect much difference in the efficiency of the schools, but this difference does not depend on outward circumstances and appliances only, but it depends largely also on the zeal and tact of the head teachers and the interest they take in their work. And I may mention, in passing, that many of the most efficient schools with which I am personally acquainted are to be found in small villages and country districts in the Welsh-speaking parts of the division.

Nearly all the towns and populous places are under school boards, and the schools under the larger boards and some of the larger voluntary schools are well staffed and well equipped with apparatus, and in these a high level of efficiency is generally attained; and in many comparatively small schools—mostly under school boards—which are fairly staffed, highly satisfactory results are often obtained. But in a considerable number of other schools—mostly voluntary—in which the

staff is generally weak, the results are often poor or indifferent, and all the more so, inasmuch as the teachers generally attempt more subjects than they can, with the assistance they have, properly teach. In some schools of the latter kind which would require a competent assistant and a couple of good pupil-teachers to make them thoroughly efficient, one often finds one or two young women, of moderate attainments, under Art. 68, and, perhaps, a young pupil-teacher or probationer; and yet two class subjects, needlework under Art. 101 (*c*) and singing from notes, in addition to the three elementary subjects and drawing, are taken. In schools thus staffed, as also in very small country schools in which the head teacher has little or no permanent assistance, it would be better in every way to drop one or more of the optional subjects, and endeavour to teach the others more thoroughly. Such a reduction in the number of subjects taken would not, I am persuaded, entail a loss in the total amount of grant earned, especially in small schools where a claim is made for the special grant under Art. 105.

Reading.

The majority of my colleagues appear to be of opinion that reading does not get so much special attention as it deserves, and that it is not so satisfactory as it should be, and I think I must agree with them, but at the same time I believe that, taking the country at large, some improvement is made.

It would, I think, tend to improve the reading, and be advantageous in various ways, if the scholars in the upper classes were set more frequently than they usually are to prepare their reading lesson silently by themselves in the desks before they are called to read it aloud before the teacher. By such a method they would become familiar with the words and matter of the lesson, and would, therefore, be able to read it more readily and intelligently than they otherwise could, and the teacher would be able to devote more of the time in class to cultivating a higher style of reading, and to questioning on the subject of the lesson. The attention of the scholars would be all the better secured if they were required, not long afterwards, to reproduce the substance of the lesson as an exercise in composition; and the exercise books could sometimes be corrected by the class teacher whilst the silent preparation was going on.

Handwriting.

Handwriting has improved, in some districts at all events, during the last few years, and a free, continuous style is now much more common than it used to be. All peculiarities of style, especially that referred to by Mr. Edwards, should be avoided, and a bold, legible, continuous style cultivated; and by continuous style, I mean a style in which the letters are joined without lifting the pen except where it is absolutely required. A teacher, who is himself a good writer, will find but little difficulty in getting his scholars to write well if he will make proper use of the blackboard, and supply the scholars with either plain exercise books, or copybooks with suitable head-lines. Greater care ought to be taken in selecting suitable copybooks, and in getting the children in the same class, as far as possible, to write the same numbers in a series.

Spelling.

Opinions seem to vary as to whether spelling has improved or not since dictation in the fourth or upper standards has been given from an unprepared book. But there can, I think, be no doubt that a little more system in the teaching of spelling would save time and prevent mistakes, which are frequently met with, especially in the doubling of final consonants, and in words of similar sound but different meaning and spelling.

Composition. I cannot say from my own experience that composition is so satisfactory as it might be, and one reason, I think, for this is, that in some schools composition is not begun until children get into the 5th Standard. If the children had more practice in forming sentences in Standards III. and IV., and some of the time usually spent in dictation were spent in reproducing the substance of an easy reading lesson or story from their own books, and the prevailing mistakes were pointed out in class afterwards, considerable improvement would be found in the composition in the upper standards, and the spelling would not, in my opinion, suffer. The punctuation is, perhaps, the commonest defect in the composition: commas, followed by a small letter, are often to be met where a full stop ought to be.

Translation. In a large number of schools in the Welsh-speaking portions of my district, translation from Welsh into English is taken instead of reproducing a story read in English, or writing a theme, and the result is generally satisfactory, and in some cases highly satisfactory where the work of preparation has been methodically carried on. The system of teaching is this: the scholars in the upper standards usually have each a book of stories with vocabulary in Welsh, and they write the translation of a story in a book either in school or as a home exercise, and the translation is read out in class and the mistakes corrected. By this method the children's knowledge of both English and Welsh is improved, and they take more interest in the work than in the reproduction of an English story read to them, or in writing a theme. I ought to mention that the scholars get a good deal of practice in these schools in translating orally from English into Welsh during the reading lessons from the infant class upwards; and this is a good preparation for the work of translation in the upper standards.

For a test in the examination I give a piece of easy unprepared or unseen Welsh for translation; and if the scholars have gone through a considerable number of stories in their book, I give a portion of one of these as well, and my judgment is decided then by the two pieces.

Arithmetic. Arithmetic appears to have continued in pretty much the same condition for the last few years, but it is said that there are signs of improvement in some districts, because a larger number of problems are successfully worked. The sums set in the two lowest standards are often worked with almost perfect accuracy, but these results are not unfrequently obtained by means of mechanical aids which would not be resorted to if the subject were taught intelligently step by step fom the beginning.

One of the chief defects in connection with the handling of this subject is the want of more oral teaching and of explanations of rules and principles, and of following up the explanations by suitably graduated examples. Such examples ought to be prepared by the teacher of the class, and should be sometimes submitted to the head teacher for approval, but instead of adopting this course sums are often dictated in a haphazard way in the lower standards, and the other standards are set to work from cards. Such cards may be useful for testing towards the end of the school year, but are of little use for the purpose of teaching.

Another common defect is the want of due attention to mental arithmetic, *i.e.*, the training of the scholars by easy and gradual steps to make calculations mentally. If this mental training preceded the working of sums, the latter would be done much more readily and intelligently, and without resorting to mechanical aids, or requiring such an enormous amount of marginal work as one often sees on the examination papers. And here,

In passing, I wish to animadvert on the very common practice of setting for young children, sums or questions in addition, or subtraction, which, involve steps that are far too difficult for them, as for example, 9+7 when the child can hardly do 3+2.

The meaning of fractions and decimals, as remarked by Mr. Bancroft, ought to be better illustrated by means of lines on the blackboard or other concrete quantities. A long flat ruler divided into tenths, and the tenths sub-divided into hundredths, is found very helpful for teaching decimals.

Mr. Monro remarks that the teaching of arithmetic is adversely affected by the narrow limits of the work in each standard, and the constant drilling that goes on to ensure mechanical accuracy at the end of the school year; and I beg to be allowed to express my full concurrence with him on this point, and especially as regards the lower standards. There are practical difficulties in moving scholars into a higher standard in arithmetic in the middle of the year, and few teachers, I believe, attempt to go beyond what is prescribed; hence I think that it would be very desirable to widen the limits of the requirements in the standards.

English.

The reports of those of my colleagues who have referred to the teaching of English vary in character. Mr. Edwards says "that the subject is rendered dry where it might be interesting;" Mr. Bancroft says "the "work of the 3rd Standard is almost always inferior, because the children "are not taught the *reasons* for distinguishing the parts of speech;" Mr. Whitmell says "the subject generally is taught much more sensibly "than used to be the case"; and Mr. Morgan Owen says that grammar is upon the whole sucessfully taught in his district.

Speaking for my own district, I am glad to say that I am highly pleased with the grammar in a large proportion of the schools in that portion of it which has been under my inspection for some years, but I cannot speak nearly so favourably of the grammar in the new portion of it. I hope, however, to see improvement in this portion by degrees.

As I have had occasion to remark in a former report, the teaching in this subject is often not sufficiently simple and synthetic; the use or function of a word or clause in a sentence is not sufficiently explained before giving a definition of it. And, again, scholars are set to parse and to use a difficult terminology before the meaning of number, gender, tense, &c. has been made clear to them, and hence the reason of many of the elementary mistakes committed in the parsing exercises.

Geography.

The ordinary geographical facts in the text-books or manuals are generally well got up, but the information is often too bookish and not sufficiently practical and intelligent, especially as regards the manufacturing industries. Good maps of the locality of the school or of the county are often wanting. This defect, I am glad to say, is disappearing in Glamorganshire where Mr. Ravenstein's map is becoming largely circulated.

The mathematical geography of Standard V. and the explanation of latitude and longitude, the seasons, and day and night, are seldom satisfactory, and this is, no doubt, partly due to the want of suitable globes. A small ordinary globe of about 8 inches in diameter, which could be purchased for a few shillings; a wooden or gutta-percha globe coloured to show the five zones; and another small black wooden globe to mark with a chalk the boundary between light and darkness for any assumed position of the earth and sun would be sufficient to illustrate the subject. A piece of cardboard with a hole in it equal to the diameter of one of the globes would also be useful for showing the light and dark halves of the globe. If the subject were taught by means of such illustrations it

would be intelligible and instructive to the scholars. It is singular how often children mix up latitude with parallels of latitude, and longitude with meridians.

History. History is seldom taken as a class subject except in one or two districts.

The knowledge of history gathered from the reading books is usually very slight when the subject is not a class subject, except in a few of the very best schools. When the staff is good, I think somewhat more might be done to give the scholars, in the course of the last two or three years at school, some idea of the succession of dynasties and leading events in the history of the country.

Elementary Science. This subject is very seldom taken. I have had only one or two schools taking it as a class subject during the last two years.

Needlework.

Mr. Morgan Owen:—

"In my last report upon needlework I remarked, 'Needlework requiring, as it 'does, close individual attention, is the least satisfactory class subject in this 'district. Here by lending a helping hand to the teacher, . . a useful scheme for 'work if our ladies could and would but avail themselves of it.' I believe my appeal on behalf of the teacher has been listened to here and there with satisfactory results; and, on the whole, a marked improvement has taken place in this subject. For two months it was our privilege to have the needlework examined by the directress of needlework, and 11 out of 21 departments obtained from her the mark 'good,' and the rest the mark 'fair.' She proffers the following excellent piece of advice: 'The production of practical rather than fine needlework should be aimed at.'"

Mr. Alexander:—

"Sewing is, on the whole, fair, and, in some schools, extremely good. I am sorry to say that some very serious attempts have been made to deceive us with regard to the exercises worked by the children during the examinations, but I sincerely trust that these may prove to be isolated instances."

Mr. Whitmell:—

"I continue to be greatly indebted to Mrs. Holliday and Mrs. Wakeford, whose long experience and careful criticism are most valuable.

"The subject is well taught."

The needlework appears to be generally in a very satisfactory condition when it is taught by certificated teachers and competent sempstresses; but when, as in some mixed country schools under a master, it is taught by a woman who has had but little experience, or has not learnt what is expected, the subject is only very indifferently taught. Some of these women, however, learn and improve a good deal in a few years, and get to do the work very well.

Some of the most common and obvious defects which I observe in the teaching of needlework are these: (1) giving young children fine, close calico with dressing in it, which is very difficult for them to sew; (2) allowing the children to hold their needle anyhow, and not training them from the outset to hold it properly; (3) darning with thread or yarn that is too fine for the material darned. A supply of needles ought to be kept in school, especially for the younger children, but this is not always done.

Specific Subjects.

Mr. Edwards:—

"Except in the five higher grade schools specific subjects are now seldom taken up. The programme being otherwise sufficiently full. Which continues to be taught in the same satisfactory manner in the schools as before, but I have nothing to add to my remarks in the last report on this subject."

Mr. Morgan Owen :—

"The specific subjects attempted were the principles of agriculture (which was a failure), Welsh, algebra, domestic economy, mensuration, and shorthand. The work was of a good character."

Mr. Monro :—

"I have very little to add to my remarks in the last report for the Welsh Division, there being scarcely any change in this respect. In the case of the science courses taught by a professor employed by the Swansea School Board, and supplemented by the teachers in the schools, our examination is on paper, but if the results are weak, this examination is followed by an oral one. Many of the scholars in Standard V. find some difficulty in expressing themselves in the precise and accurate language the subject demands."

Mr. Whitmell :—

"Only at the Cardiff Higher Grade Board School can much real success be said to be obtained. At several of the ordinary schools the subjects fell below even the lower grant; and I think that at these schools it has not been wise to attempt specifics, although the Cardiff Board decided to introduce them into the majority of their schools. The subjects taken have been algebra, domestic economy, French, mechanics, shorthand, mensuration, botany, and book-keeping."

Mr. Alexander :—

"Specific subjects have almost disappeared. Two schools attempt algebra with fair results."

Specific subjects are now seldom attempted except in the Higher Grade schools, the Swansea Board Schools, and in some of the best staffed schools in the other districts, and the reason for this is given by Mr. Edwards, namely, that the time-table is sufficiently full without them. If the first class is comparatively large and the school is well staffed and well advanced in other subjects, one or two specific subjects may very well be taken, otherwise the time is best spent in the elementary and class subjects, needlework, drawing and singing.

The number of scholars presented in specific subjects last year in the various districts of the division were the following :—Swansea, 2,027; Merthyr Tydvil, 1,453; Cardiff, 1,088; Aberystwyth, 748; Denbigh, 681; Llanelly, 561; Pembroke, 527; Monmouth, 27; and Carnarvon, 2.

Higher Grade Schools.

The higher grade or advanced elementary board schools in the division last year with the average attendance of boys and girls in them were, I believe, the following :—

			Boys.	Girls.
Aberystwyth district :—		Blaenau Festiniog - -	96	68
Merthyr Tydvil	„	Caedraw - - -	72	84
„	„	Pontlottyn Girls' - -	—	59
„	„	Ferndale Mixed - -	102	
„	„	Ystrad - - -	117	123
„	„	Aberdare - - -	75	50
Swansea	„	Trinity Place - - -	171	166
Llanelly	„	Llanelly - - -	129	122
Cardiff	„	Cardiff - - -	344	246

There was an advanced class or upper department at the Pembroke Dock Boys' Board School, taught by a special teacher who was a Graduate.

COOKERY.

Mr. Edwards :—

"All the girls in the Ystradyfodwg and Bedwellty Board Schools are taught cookery, and the arrangements made for the instruction have been greatly improved since the last report, by the erection of specially furnished kitchens, the substitution of ordinary cooking ranges for the gas stoves, &c. Miss Harrison paid a visit to the district last year, and made numerous suggestions which I hope to see carried out in a little time in the direction of making the teaching more practical."

Mr. Bancroft :—

"Cookery has been taught in all the towns of Pembrokeshire by an instructress paid by the county council, and good work has been done. I hope that the towns of Cardiganshire and Carmarthenshire will have similar privileges."

Mr. Whitmell :—

"I am glad to report that in July 1893, cookery classes were established by the Boards of Risca and Mynyddislwyn jointly.

"In Cardiff, the school board have entrusted the cookery teaching to the South Wales and Monmouthshire School of Cookery, an excellent arrangement, ensuring both economy and efficiency. In 1893, cookery was taught in Cardiff to 1,085 girls. The Newport School Board propose to supply additional kitchens, which are much needed, there being at present only one centre.

"Much still remains to be done before the teaching of cookery can be considered to be in a really efficient condition, and the important London Conference (November 1894) organised by the South Wales School, will do much towards a satisfactory settlement."

Mr. Monro :—

"Cookery is taught in all of the schools of the Swansea School Board district (except a few small outlying ones), in three voluntary schools in Swansea under the same management, and in the very small country school at Oxwich.

"There has been no increase in the number of schools taking this subject since I last reported.

"In some cases an open fire-grate with ovens attached has been placed in each of the class-rooms, in addition to the already existing gas-stove.

". . . . The ordinary stoves (kitchen ranges) now used in most of the schools are much too small for the practical work when the class is not very small."

Mr. Alexander :—

"There are now only two classes teaching cookery in my district, both very successful. Should the teachers be obliged to hold certificates from a school of cookery I fear that even those two classes would be abandoned. The instruction is, however, very practical and useful."

Mr. Jones :—

Llanelly district.

"Cookery is taught to the girls who attend the board schools in the town of Llanelly, and also to the girls of the National School. The room in which the lessons are given is attached to the higher grade school, and is well constructed and fitted with the necessary utensils, &c. The food cooked at the practice lessons is generally sold without much difficulty to the girls and others."

My colleague, Mr. Edward Roberts, informs me that cookery is now taught in all the quarry districts of Carnarvonshire, except at Bethesda (Lord Penrhyn's quarries), and in all the towns except Conway and Colwyn Bay, and also at the board and British schools at Holyhead.

In my own district the subject is taught in all the Festiniog Board Schools, at Portmadoc, and at Bronygarth British School.

The chief obstacle to the spread of the movement is the expense, but this difficulty need not prove insuperable if a number of neighbouring schools were to join to employ a teacher for a course of lessons.

INFANT SCHOOLS.

Mr Edwards :—

"The majority are in a very efficient condition. Many schools are overcrowded, and remain so, even after being enlarged, owing to the incessant growth of the population before alluded to. As a rule more class-rooms are required in order to

provide healthy conditions for the teaching of the little ones, but it is often extremely difficult to supply this extra accommodation, because the infants' schools generally are built between the boys' and girls' departments. An extension of the infant school sometimes means an alteration of the whole block at a great expense.

"The valuable suggestions contained in the recent departmental circular have not as yet been thoroughly well considered by many of the teachers. It is difficult to obtain a change of methods, the force of old habits being strong. From the way in which the object lessons and occupations are conducted it is evident that the use of these exercises is only partially understood. Good summary marks have often to be given with a qualification, owing to the fact that some important points have not been kept in view. The elementary subjects are often very successfully taught, although not often by the kindergarten methods now advocated. In the other branches the training of the children's faculties by direct exercise is often incomplete. Very little room is given for invention, and in object lessons are too often given the results of the teacher's observation instead of being stimulated to use their own senses."

Mr. Monro:—

. . . . "Object lessons improve but slowly. Although the need of good objects, specimens, models, and illustrations has often to be deplored, still, now and then, these necessary adjuncts form the chief part of the instruction, the subject matter of the lesson being next to valueless. Good models of animals are often unattainable on account of their great price. Recitations have greatly improved, and form a portion of the instruction as instructive and as interesting as any."

Mr. Whitmell:—

"The infant schools are, as a rule, remarkably good, nearly seven-tenths of them obtaining in the last year the highest grant.

"Word-building is now used with more success for teaching spelling; it might also be used more freely for teaching reading. In some schools the style of the writing is assimilated to that taught to the older scholars. This is a decided advantage.

"Really good object lessons are still rare, there being too often a widely-spread ignorance of common things, and an absence of those details which are really characteristic. . . . .

"As object lessons and suitable occupations are soon to be introduced into the lower standards, it will be well so to arrange the work of the infants in those subjects as to lead up to the work of the older children."

Mr. Bancroft:—

"Object lessons are too often very imperfectly prepared by teachers. The pictures or illustrations are conspicuous by their absence, and only a few teachers are capable of using the blackboard for sketching illustrations."

Mr. Alexander:—

. . . . "In spite of these drawbacks there are many very nice schools and classes where the moral training and discipline are excellent, and the intelligence of the children quite sufficiently developed to enable them to begin their career in the standards most auspiciously."

The remarks which I have quoted fairly, I think, indicate the condition of the infant schools. Speaking generally, the bulk of the large infant schools and some of the larger infant classes are in many respects in a very efficient and satisfactory condition, but so much cannot be said of the smaller infant classes and the infants in the smaller schools.

Reading.

The reading is often very satisfactory, but it might in some cases be improved in style without involving any extra labour on the teacher, if the children in the upper divisions were trained to read in phrases, and not allowed merely to say the words as if they had no connexion with each other—a habit due, no doubt, to pointing to each word as it is said. The children's power to grapple with unknown words would be increased if some of the time allowed for reading were devoted to word-building from examples written on the blackboard, or from the moveable charts specially prepared for the purpose.

Writing.

The writing is generally highly satisfactory, and it is seldom that I find cases in which the children are not trained to write carefully and within lines. Care should, however, be taken that the slates are suitably ruled as in large-hand copy-books, that a supply of pencil holders is kept, so that the children are not obliged to write with very short pencils, and that they are trained to hold their pencils properly.

Arithmetic.

Arithmetic is not, as a rule, introduced so simply and gradually as it ought to be, and young children are asked to add and subtract numbers mentally and to work sums on slate, before they have been sufficiently prepared for such work, and the result is that they are driven to count on their fingers or with strokes on their slates—a habit which is difficult afterwards to eradicate.

Object Lessons.

The chief aims in giving object lessons ought to be to excite and direct the children's natural curiosity, cultivate their powers of observation and comparison, and develop their reasoning powers, and not merely to convey a certain amount of information by the teacher, but the last would appear to be the chief aim in many of the lessons one hears, especially from the younger teachers.

These lessons are not unfrequently given in a rambling manner without apparently any definite aim, and consist of little more than a series of questions on the object or picture put before the class, interspersed with spelling; and if at the end of the lesson the teacher is asked what the children have learnt or benefited by the lesson she is at a loss for an answer. This unsatisfactory way of giving lessons is, no doubt, in a great measure due to inadequate preparation.

The subjects of the lessons for the year should not be chosen in a haphazard manner, as they sometimes are, but in a systematic manner, embracing the mineral, vegetable, and animal kingdoms, natural phenomena and common things; and the lessons in each branch should, as far as possible, form an organised whole. The teacher in preparing a lesson should have a definite aim before her, and endeavour to obtain all the information requisite to deal with it; she should also enter concisely but fully in her note-book all the facts she wishes to convey, and some questions on what the children are expected to have learnt. Lessons given in the way here briefly suggested would be interesting and instructive, and would form a foundation for further instruction in the upper departments.

More attention to systematic drill would be desirable, and the time allotted to recreation might be well spent in marching or musical drill when the weather does not permit recreation outside.

Singing.

Mr. Monro:—

"I have again to complain of the want of proper voice training in the upper register in our boys' schools. At present there is much straining and shouting and singing out of pitch when high notes are reached. Teachers differ widely in their choice of suitable songs. Many, whose musical abilities are of a high order, content themselves with the common, easy, and well hackneyed school melodies, while others take far greater pains with the subject, and even avail themselves of the works of the great masters, producing frequently choral singing of no mean character."

Mr. Whitmell:—

"About four-fifths of the departments take singing by note, the rest by ear. The results are good. The rarity of musical instruments at school is, I am convinced, one reason for the difficulty experienced in the ear test.

"Were the children in Division II. required to name (not merely to imitate) a note as an ear test, the more difficult ear tests in the higher divisions would become easier. Voice training now receives considerable attention, and it is not an uncommon thing for us to hear three-part songs very pleasingly rendered."

Mr. Bancroft :—

"Mr. Williams, my assistant, reports—singing is generally satisfactory in mixed schools, but not in boys' schools. When the girls of a school and the boys of the lower standards sing the air, and the senior boys take the alto, the singing is usually very effective, but I almost despair of hearing boys alone singing nicely, as such a great deal of time has to be spent in training them to use the proper register of their voices, especially in the production of the higher notes. Where a piano is provided I encourage accompaniment to the school songs. This trains the ear, helps to form a correct musical taste, and increases the musical effect of the exercise, and is perhaps a greater test of correct intonation than when unaccompanied. The singing by note exercises are usually well done, the least satisfactory being the ear tests, and the reading of passages containing one and a half pulses."

Mr. L. J. Roberts, my junior colleague in this district, has supplied me with the following remarks :—

"Singing is in a satisfactory state in the district. Most of the masters are able to sing well, and even children have a natural aptitude for music. The tonic sol-fa system is practically universal, the modulator tests, the monotoned time tests, and the combined time and tune tests (taken in the larger schools) are, with few exceptions, exceedingly well done. The Blaenau Festiniog Board Schools, as well as some others, sing the combined time and tune tests with unfailing accuracy. More systematic attention should be given to ear tests, which are seldom so satisfactory as they might be, Rhydypennau school deserves mention for the absolute correctness with which 96 per cent. of the children in the upper standards wrote three ear tests. Many of the town schools have excellent part singing, but there are at least two country schools (Talsarnau and Tynyberth) where four-part songs are rendered with admirable taste, judgment, and feeling. It is a pity that teachers do not more often supply a bass in those cases where two-part singing is given from a piece hsrmonised for *four* parts. The effect produced by the baldness and the incompleteness of the harmony in such cases is not conducive to the cultivation of a good musical ear. Much discrimination is now shown in the selection of songs, two-part arrangements with an optional bass, of Welsh airs have become very popular, and are certainly an improvement on such old favourites as "The Old Black Cat." Roughness is too often the characteristic of the singing in boys' schools : overpowering loudness should be carefully avoided, and soft singing insisted on. In small schools there is the opposite danger, that exaggerated softness may degenerate into a whine. The unnatural forcing upwards of the registers proves very injurious to the delicate vocal organs of children : this evil also is especially prevalent in boys' schools. Clearness of enunciation should be more generally aimed at : to secure distinctness of pronunciation in singing the articulation of the consonants should be slightly exaggerated, and more marked than in speaking. Incorrect phrasing is too often apparent: "sing as thou speakest" is a maxim which may well be borne in mind by those who when singing, ignore commas, and take breath in the middle of a word or of a phrase. (i.) Older scholars.

"In infant schools, and in a large number of infant classes, the singing is generally very pleasing. Many teachers (under Art. 68) of infant classes in rural districts do not seem to have received much instruction in music. It is almost the universal practice among these to pitch the tunes at random in any key. Sometimes the key is too high, more often it is too low. Much of the effect produced by a piece of music depends on its being rendered in the proper key, and no serious deviation from this should be made. The brightness of the singing is lost when the key is too low, and to accustom young children to sing low notes is very harmful to their voices. Every teacher in charge of the singing in a school should have a tuning-fork (or a pitch-pipe) and should know how to use it." (ii.) Infants.

The singing in most schools is satisfactory, and in very many highly satisfactory; but as recommended by my colleagues, more attention should be paid to voice training in some schools. The proportion of schools taking singing by note is increasing, the per-centages in schools for older children and in infant schools and classes, were about 60 and 69 last year as against 54 and 59 two years ago.

I wish to express a hope that the teachers in schools not taking singing by note will endeavour, with the aid of a tuning-fork, if necessary, to train the scholars to sound the key-note of the tunes, and to sing by themselves the major scale.

Pupil-Teachers.

Mr. Edwards :—

"The Ystradyfodwg, Llanwonno, and Merthyr Tydvil School Boards have established day schools for the pupil-teachers of their districts at Porth, Pontypridd and Merthyr Tydvil respectively. The pupil-teachers of the Porth centre have already been examined, and the improvement effected in their attainments is most encouraging. The first and second year pupil-teachers at this centre are half-timers, attending at the centre and at their own schools an equal number of half days in each week. The senior pupil-teachers attend for one half day and on some evenings. All attend on Saturday mornings. The arrangements made at the other centres are similar.

"The withdrawal of the pupil-teachers from their schools is detrimental to the instruction in the latter, especially where the first and second year pupil-teachers have the charge of classes, for in these cases there is a difficulty in securing continuous method. . . . ."

Mr. Bancroft :—

"Central pupil-teacher classes have been formed by the Pembroke School Board and at Carmarthen. In the latter town the principal and vice-principal of the training college have given the classes encouragement and practical help. We held a conference at Haverfordwest on the subject, but the number of pupil-teachers able to attend did not seem to justify a start."

Mr. Monro :—

"The central class system of teaching has raised the quality of the work exhibited by the Swansea School Board pupil-teachers, and there are now fewer failures in the girls' geography and history. Moreover, the penmanship and style of the papers are better.

"Generally speaking, paraphrasing, map drawing, and school management are backward subjects, and the Euclid deductions are very rarely successfully attempted. . . . ."

Mr. Whitmell :—

. . . . "In Cardiff, owing to the central day classes, established by the board, the pupil-teachers have decidedly improved, and will still make further progress when a building suitable for their instruction can be obtained.

"The Cardiff pupil-teachers have done remarkably well this year (1894) in the Science and Art Examinations, standing fourth in order of merit.

"In January 1894, the Newport School Board established for pupil-teachers special day classes, open to all the schools of the town. It is as yet too soon to estimate the results. . . ."

In addition to the classes mentioned by my colleagues in the preceding extracts, a central class, taught by a special teacher, is maintained by the Llanelly School Board; and the pupil-teachers at and around Aberystwyth attend on Friday evenings and Saturdays classes taught by some of the officers and members of the College. A central class was for some time maintained by the Festiniog School Board, but has now been discontinued.

It is needless to say that such classes ought to prove advantageous to pupil-teachers, whether they are conducted by a highly qualified special teacher, or by a number of the school teachers associated together, for they afford a healthy stimulus to the pupil-teachers by bringing them

in contact with others, and give better instruction, in some subjects at all events, than the pupil-teachers would otherwise get.

The head teacher of each school ought, however, to watch the progress of his or her own pupil-teachers, see that they make proper use of the advantages provided by the classes, and supplement the teaching when necessary. As I have suggested in a former report, there ought to be a good reference library at the pupil-teacher centre.

The attainments of pupil-teachers vary a good deal, not only in different schools, but even in the same school, and it is difficult to say whether the average attainments of those who do not attend special classes are rising or not. The marks for grammar are often pulled down by the paraphrasing, which is a difficult subject to most candidates. The style of working in arithmetic is often defective, especially in the case of girls. Complex expressions are worked in separate parts when it would have been better to keep them together, and some of the steps are not shown at sufficient length in the working, and too much is done on the margin of the paper. The answers to the Euclid questions too often look as if the candidates had not had much, if any, practice in writing out the propositions on paper.

The exercise books of pupil-teachers should always be dated when they are revised, but I regret to say this is not always done.

Discipline.

Mr. Alexander:—

"It is unusual to find children absolutely in disorder during the examination, but there are other faults of discipline and organisation which are more common than might be expected. Such are—leaving and entering school in a disorderly manner, want of politeness to each other and to strangers, leaving garments and caps lying about or stuffing the latter inside their clothing, dirty and untidy playgrounds and offices, dirty and untidy clothes and unwashed hands, numerous details of a more trivial kind, but which, taken altogether, serve to make the difference between a good and indifferent training, the making or marring of a whole generation of scholars."

The number of weak points mentioned by Mr. Alexander is somewhat formidable, but it is not to be assumed that they are all to be met in any one school, or, on the other hand, that any school could be found absolutely free from them all. It is surprising, however, to see how much can be done to improve the manners and habits of children by a teacher who combines both firmness and kindness, and takes a sympathetic interest in their progress and welfare.

There is one virtue to which I attach considerable importance, and which I should like to see more cultivated and practised in some schools, and that is, punctuality. I shall not dwell on this subject, but I should like to suggest as one step towards improvement that the school clocks and teachers' watches should, as far as practicable, be kept right.

Care ought to be taken to keep the offices clean and sanitary, and with this view they ought to be inspected daily by the head teacher or some one deputed by him or her, and should not be left to the school cleaner only. And to preserve tidiness in the cloak-rooms the pegs ought to be numbered, each scholar should be assigned a peg, and the scholars should be dismissed in such a way as to prevent crushing and disorder.

Supply of Teachers and Small Schools.

There are in this division four old residental training colleges, which turn out annually nearly 120 trained teachers, and a day training

department has of late been added to each of the three University Colleges; and the latter will by and by turn out as many or perhaps more teachers than the older colleges. There is now apparently no lack of teachers for schools in which the salary is good or pretty good. But for very small country schools there is great scarcity of teachers, and this scarcity is hardly likely to diminish for some years at all events; and the managers of such schools are often compelled to engage almost anyone who may apply, and without inquiring very carefully into the applicant's qualifications and past career.

Some years ago many small schools were under the charge of teachers certificated under Article 59, or under ex-pupil-teachers certificated provisionally; but the former class have now nearly all disappeared, and the supply of the latter class has been practically cut off by the rule which requires them to pass the admission examination in the first class; for nearly all who pass in this class enter a training college, or continue as assistants in large schools. Teachers who become certificated provisionally by passing an examination in the first year papers seem to prefer acting as assistants until they get their full certificates, and are seldom met with, in my experience at all events, as head teachers of small schools. I am, therefore, of opinion that it would be desirable to recognise as provisionally certificated for small schools, not exceeding 40 in average attendance, ex-pupil-teachers who pass the admission examination in the second division, provided they are recommended by the Inspector.

Evening Continuation Schools.

Mr. Edwards:—

"There were about 60 evening continuation schools last winter. The great bulk of these suffered from a lack of perseverance on the part of the scholars in attending. In this district the counter-attractions are many, and the schools have not been saved from premature collapse even by the intermixture of lantern lectures and other forms of entertainment with the more solid lessons. Schools have been started with a muster roll of 500, but have dwindled to a tenth of the number soon after Christmas. Very few schools indeed retained half of their scholars at the end of the session. The most regular scholars are often found to be those who are over 21 years of age."

Mr. Monro:—

"Nearly 70 of these came into existence last winter, and they varied in size from half a dozen scholars to 400 scholars.

"Great enthusiasm was shown in most parts of the district, but more especially in the pure mining centres. In some of the schools grey-headed old men were to be seen conning their spelling books and primers or labouring over strokes and pot-hooks. The progress made by some of these men, whose sons and daughters were in some instances attending the same evening schools, was marvellous, and their pride and delight in showing their exercise books in proof of their progress must have been gratifying to the teachers. In the case of a class of married women in one school, most of whom had made considerable sacrifice to attend, it was a pleasure to witness the delight with which one of them told me she could read and write now, but that she did not know her letters when she came.

"That such schools are indispensable in a district like this goes without saying. The quickness with which boys after leaving the day school forget nearly everything they have read being a matter of common regret by all.

"On the whole the teaching has been conscientious and intelligent, although the diversity of attainments renders class teaching somewhat difficult.

"In all cases I recommend exercise books to be used in the place of slates, not only on account of the light, but also to afford a means of judging of the pupil's progress.

"Science classes, classes in connexion with the county council, and night work, in some cases, interfere with the establishment of evening schools, but when it is borne in mind that over 85 schools exist in this district at present, and that in Swansea alone last year over 1,000*l.* was paid in grants to the evening schools, their establishment in this district has been pretty general. . . . . ."

Mr. Bancroft :—

"The new Evening Continuation School Code has given a great impetus to this useful branch of education. Under the old Code I had never more than two or three night schools. Under the new system I had last winter six, and this session there are 14. They are conducted in every case by elementary teachers, and only in one or two instances is an 'outside' teacher employed. In one country school last winter a Pembrokeshire county councillor took a class in citizenship, but his example has not yet been followed by others. This is to be regretted, for most of the teachers in the day schools are too fatigued to work in the evening. It is strange that in two of the largest towns in my district—Pembroke Borough (14,000) and Haverfordwest (7,000)—no continuation school has been started."

Mr. Whitmell :—

"During the session (1893–4) 23 evening schools were visited, which is seven more than were visited in 1892–3. In the present (1894-5) session the number of such schools is 22.

"The schools under the Mynyddislwyn Board have been made free. For the present session the Cardiff schools will also be free, books and materials being provided, and prizes given for regular attendance.

"A great variety of subjects is offered, including citizenship, book-keeping, shorthand, wood-carving, cookery, ambulance work, lantern lectures, &c.

"With regard to the subjects of instruction, most of the evening schools still follow the old lines, and can hardly be considered to be continuation schools in the true sense.

"The co-existence of technical classes and evening schools is doubtless one reason for this condition of things. The most successful evening school of 1893–4 was at Newport—Pillgwenlly, S. Michael R.C."

Mr. Morgan Owen :—

"Evening schools, judging from their number, are very popular in this district; last year there were only 10, but this year there are 28. . . . As a rule they are very well attended, and the subjects taught appear to have been well selected. It is, however, a pity that almost all the teachers belong to the day schools, as it really must be too much work for them to teach morning, noon, and night. . . ."

Mr. Alexander's assistant, Mr. Taylor, supplies remarks, from which I quote the following :—

"Only a few continuation schools were started in this district, and all but one met until the end of April. . . .

"The old restraint of an examination being removed, and the visits of the Inspector to encourage and stimulate being recognised by the class as well as by the managers and teachers, there is a prospect that these evening meetings will become more educational and recreative. . . .

"Amongst the most eager to reap the benefit of these classes have been men over 21 years of age, who hail with pleasure the removal of the age limit, which prevented them in the past from securing the advantages which are only now placed within their reach.

"I am sorry to say there is very little desire on the part of many boys to continue their studies immediately on leaving school. A few link themselves to the evening classes, but the chain with all its links is still wanting, and how to make it continues to be one of the problems in our educational system. . . ."

In addition to the schools referred to in the preceding extracts, there were a considerable number last year (93–4) in the Carnarvon district. In my own district 36 were opened, and 33 were open long enough to claim a grant, and this year (94–5) 47 have been opened; and the work of visiting these, scattered as they are over an immense area, with some in remote localities, will be very considerable.

The Evening Continuation Code has given a great impulse to evening schools; and although some of the instruction is of an elementary character, and many of the schools do not quite fulfil one's idea of a continuation school, still these schools, freed from some of the restraints under which the old night schools were conducted, and offering a wider range of instruction, are doing a large amount of good, and would do more if it were possible to induce a larger number of young lads, when they leave the day school, to join the evening classes.

It would add to the advantages to be derived from these schools if more ladies and gentlemen took part in the conduct of them, and occasionally taught a class in subjects in which they were specially well versed.

As the attendance generally falls off rapidly as the evenings become lighter, it is desirable to commence the schools early in the autumn. It is also desirable that as much as possible of the work should be done on paper, and that the exercise books should be available for inspection when the Inspector calls.

Welsh.

The most notable thing in connexion with Welsh during the past two years has been its introduction as an optional subject, like Latin or French, into the last three Queen's scholarship examinations and into the last examination for certificates; and I believe I am justified in saying that the result has been quite as satisfactory as could have been expected. Those who had studied Welsh grammar and had had some practice in writing Welsh did very creditably, but those who had made no special preparation and had depended on their colloquial knowledge of the language fared indifferently or badly. Lectures on Welsh were delivered to some of the students at the Church and British Training Colleges at Bangor last year.

As to Welsh in schools, I do not think there is much progress to report. Welsh as a specific subject was taken last year, I believe, in 12 departments in the Merthyr district, 9 departments in the Denbigh district, and 12 departments in my own district. English taught on the bi-lingual system as a class subject has been begun in some schools in the lower standards, but I am not in a position to express an opinion on the results.

Until more bi-lingual reading books shall have been issued a good deal might be done to improve the children's comprehension of English by getting them from the infant class upwards to translate orally into Welsh what they read. Any extra trouble taken with this would be well repaid in the increased intelligence of the children; and I may say that the pupil-teachers from schools in which this practice has been followed have generally done best in the Welsh paper at the scholarship examination.

Intermediate Schools.

Although Intermediate Education does not come within the scope of this report, I trust that your Lordships will permit me to refer briefly to the new schools established under the Welsh Intermediate Education Act. I am glad to be able to say that much progress has been made lately in opening these schools. The counties of Montgomery, Merioneth and Carnarvon seem to have taken the lead, and have, I believe, already opened altogether 15 schools. In some places the old

grammar schools have been converted into intermediate schools, as at Bala, Bangor, &c., but in the majority of places the schools are held in temporary premises until new buildings can be erected. The attendance at these schools is highly satisfactory, and exceeds, I believe, what could have been expected.

There is a keen competition for the scholarships at admission to the intermediate schools, and this will have a stimulating effect on the elementary schools, and will doubtless induce some parents to keep their children longer at them than they otherwise would.

When the intermediate schools shall have been fully established, they will form a kind of day continuation schools for a large number of pupils from the elementary schools, and will also serve as a bridge between the elementary schools and the University Colleges and the Welsh University; and thus a clever boy or girl, if possessed of moderate means and a determination to get on, will be able to obtain a complete course of education, and a degree in science or arts without having to go outside his own or her own country.

I beg, in conclusion, to express my sincere thanks to my colleagues for the great trouble they have taken in supplying me with materials from their own districts for this report.

I have the honour to be, &c.

W. WILLIAMS.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX I.

TABLE showing the RESULTS of the WORK of the past Year compared with that of the preceding Year (in Wales proper).

	Year ended 31st Aug. 1893.	Year ended 31st Aug. 1894.	Increase or Decrease.	
			Number.	Per cent.
Number of schools inspected - - -	1,432	1,457	25	1·75
Number of departments under separate head teachers.	1,957	1,992	35	1·79
Number of scholars for whom accommodation was provided.	322,493	331,440	8,947	2·77
" " on the school registers -	282,307	292,255	9,948	3·52
" " present at inspection -	263,177	272,228	9,051	3·44
" " in average attendance -	212,281	224,109	11,828	5·57
" "half-time" scholars - - -	91	71	20	21·98
"Infant schools and classes":—				
Number of schools (departments) - -	351	365	14	3·99
" classes - - - - -	363	389	26	7·16
" "infant scholars" on registers -	95,702	101,246	5,544	5·79
Average number of "infant scholars" in attendance.	63,255	68,566	5,311	8·40
"Schools for older scholars":—				
Number of schools (departments) - -	1,606	1,627	21	1·31
" "older scholars" on registers -	186,605	191,009	4,404	2·36
Average number of "older scholars" in attendance.	149,026	155,543	6,517	4·37
Number of departments in which class subjects were taught.	1,561	1,621	60	3·84
Number of departments to which grants were made on examination in class subjects.	1,488	1,567	79	5·31
Average number in attendance in those departments.	143,598	150,188	6,590	4·58
Number of departments in which specific subjects were taught.	136	143	7	5·14
Number of scholars examined in specific subjects.	4,956	5,706	749	15·11
Number of departments in which Welsh was taken as a specific subject.	21	33	12	57·14
Number of scholars examined in Welsh -	402	544	142	35·32
[illegible] grants for instruction in cookery.	4,132	5,029	897	21·71
Number of certificated teachers - - -	2,606	2,676	70	2·69
" assistant teachers -	1,470	1,537	67	4·56

	Year ended 31st Aug. 1893.	Year ended 31st Aug. 1894.	Increase or Decrease.	
			Number.	Per cent.
"Schools for older scholars"—*cont.*				
Number of pupil-teachers	2,189	2,308	119	5·43
„ additional teachers (Article 68)	432	567	135	31·25
Number of schools in thinly-populated places paid grants of 10*l.* or 15*l.* (Article 104).	305	306	1	·32
Number of schools paid special grants of 10*l.* (Article 105).	322	338	16	4·97
Night schools and evening continuation schools:—				
Number of departments inspected	76	196	120	157·89
Number of scholars on the registers	4,406	17,120	12,714	288·56
Number of girls and women paid grants for instruction in cookery.	23	247	224	973·91
Amount of school income:—	£	£	£	
Rates	99,873	98,322	*1,551*	*1·55*
Voluntary contributions	31,317	32,245	874	2·78
Endowment	5,866	5,742	*124*	*2·11*
School pence	5,618	4,605	*1,013*	*18·03*
Other local sources	1,412	1,565	153	10·83
Grants from Science and Art Department	5,529	6,548	1,019	18·43
Fee grants	90,730	112,456	21,726	23·94
Annual grants of previous year brought to account.	185,214	196,344	11,130	6·01
Total	£425,613	£457,827	£32,214	7·57
Cost of maintenance:—	£	£	£	£
Salaries	338,510	362,850	24,340	7·19
Books and apparatus	29,314	32,619	3,305	11·27
Miscellaneous expenditure	58,824	61,939	3,115	5·29
Total	£426,648	£457,408	£30,760	7·21

NOTE.—Italics denote decrease.

APPENDIX II.

LIST, under School Districts, of Elementary Schools aided by Parliamentary Grants in the Year ended 31st August 1893.

WALES AND MONMOUTHSHIRE.

NOTES:—

Where *two* numbers are given in the column for average attendance, the *latter* denotes Evening Scholars.

The names of all School Districts are printed in capitals; other places in italics.

N. or Ch. denotes that the School is in connexion with the *National Society*, or with the *Church of England*; B., with the *British and Foreign School Society*; W., with the *Wesleyan Methodists' Conference*; R., with the *Roman Catholic Poor School Committee*; P., that it is a *Parochial* School; and Bd., a *Board* School.

The marks † × against any amount imply that in those cases grants have been paid respectively at the rates of 10*l.* and 15*l.* under Article 104, and the mark ‡ a grant under Article 105.

All Schools, excepting those marked thus §, received a Fee Grant under the Elementary Education Act, 1891, at the rate of 10*s.* a year for each child over 3 and under 15 years of age in average attendance.

The Schools marked thus ‖ have been allowed to charge additional fees under Section 4 (1) and those marked thus ¶ to charge under Section 4 (3), of the Elementary Education Act, 1891.

In the cases marked * Building grants were made either by the Treasury before the appointment of a Committee of Council on Education or by the Education Department. (For amounts see Part IV of Appendix to Report for 1881–82.)

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	No. of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
	ANGLESEY.			
630	ABERFFRAW, U.D.:			
	Aberffraw - - - Bd. 6	°214	105	67 18 6
	Carregonen - - - Bd. 6	80	19	×‡39 13 0
630	AMLWCH			
	Amlwch - - - Bd. 4	°473	224	173 16 6
	Amlwch - - - N. 4	225	103	78 14 0
	Rhosybol - - - Bd. 4	°130	56	‡56 9 0
628	BEAUMARIS (BOROUGH):			
	Beaumaris, New Street Bd. 2	312	268	219 5 0
630	BODEDERN - - - N. 5	°182	96	66 9 6
	Bodlondeb. See PENTRAETH.			
	Cemaes. See LLANBADRIG.			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.			Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
	Anglesey—*cont.*				
	Gaerwen. See LLANFIHANGEL ESCEIFIOG.				
	Garreglefn. See LLANBADRIG.				
	Henegliwys. See TREWALCHMAI, U.D.:				
330	HOLYHEAD:				
	Holyhead - - - B.				
	Holyhead - - - N.				
	[illegible] - - - B.				
	[illegible] - - - N.				
	[illegible] - - - B.				
	[illegible] - - -				
[illegible]	[illegible] - - - N.	4		°67	72 [illegible]

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	No. of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
	Anglesey—*cont.*			
630	LLANBADRIG:			
	Cemaes - - - - B. 4	*150	106	77 16 0
	Gareglefn - - - B. 4	111	76	†70 7 0
630	LLANBEDRGOCH - - P. 2	71	47	†43 19 0
628	LLANDDANIEL FAB:			
	Llanddaniel and Llanedwen - - - N. 6	126	62	58 2 0
630	LLANDDEUSANT - - Bd. 5	*130	77	55 10 0
628	LLANDDONA - - - - Bd. 2	*204	80	58 8 4
628	LLANDEGFAN - - Bd. 2	128	97	77 8 0
630	LLANDYFRYDOG - - N. 4	72	54	‡53 2 0
628	LLANDYSILIO:			
	Llandysilio - - - N. 2	*187	64	56 18 0
	Menai Bridge - - B. 2	*312	189	169 10 6
630	LLANEILIAN, U.D.:			
	Pensarn - - - Bd. 4	*270	98	70 14 0
630	LLANENGRAD:			
	Llanengrad - - N. 4	72	68	†64 8 0
	Marian Glas - - B.	*		
630	LLANERCHYMEDD - Bd. 4	*355	231	200 19 6
630	LLANFACHRETH - - Bd. 5	114	65	47 1 0
630	LLANFAETHLY - - Bd. 5	66	58	†‡65 2 0
630	LLANFAIRMATHAFARNEITHAF AND LLANDDYFNAN, U.D.:			
	Llanddyfnan - - Bd. 4	157	46	‡49 0 0
	Tabernacle - - - Bd. 4	144	74	‡73 2 0
628	LLANFAIRPWLLGWYNGYLL:			
	Llanfairpwllgwyngyll N. 2	202	119	92 2 6
	Rhosygad - - - Bd. 2	180	107	93 6 0
630	LLANFAIR-YN-EUBWLL Bd. 5	*84	57	56 19 6
630	LLANFAIR-YNG-HORNWY - - - Bd. 5	60	54	††69 13 0
630	LLANFECHELL - - Ch. 4	185	69	52 18 0
628	LLANFIHANGEL, ESCEIFIOG:			
	Gaerwen - - - Bd. 6	317	108	96 19 0
	Gaerwen - - - N. 6	*158	63	51 2 6
630	LLANFIHANGEL-TRE'R-BEIRDD:			
	Tymawr - - - B. 4	60	35	‡†45 8 0
628	LLANGADWALADR - N. 6	111	44	‡44 19 0
627	LLANGAFFO - - - Ch. 6	64	69	††80 7 6
630	LLANGEFNI:			
	Llangefni - - - Bd. 4	*192	121	96 1 6
	Llangefni - - - N. 4	*224	126	100 3 6
627	LLANGEINWEN:			
	Dwyran - - - Bd. 6	*187	93	69 5 6
628	LLANGRISTIOLUS - - N. 6	*186	53	41 3 0
627	LLANIDAN - - - Bd. 6	163	120	98 2 0
630	LLANRHYDDLAD:			
	Llanrhyddlad - - Bd. 5	*150	42	29 7 0
	Llanrhyddlad Union - N.	*		
628	LLANSADWRN - - Bd. 2	66	44	34 2 0
630	LLANTRISAINT - - P. 4	85	22	15 18 0
630	LLANVAELOG - - N. 5	*167	91	77 1 6
630	LLANYNGHENEDL - Bd. 5	72	72	55 11 0
630	LLECHYLCHED:			
	Bryngwran - - - Bd. 5	180	105	89 8 6
	Malltraeth. See TREVDRAETH.			
	Marian Glas. See LLANENGRAD.			
	Menai Bridge. See LLANNDYSILIO.			
627	NEWBOROUGH ST. PETER'S - - - - Bd. 6	*178	135	100 16 8
628	PENMON, E.M.:			
	Penmon and Llangoed N. 2	*137	136	119 0 0
628	PENMYNYDD - - Bd. 2	87	30	‡34 14 0
630	PENRHOS LLIGWY - N. 4	96	66	44 17 0
628	PENTRAETH - - - Bd. 2	*150	80	61 19 0
630	RHOSCOLYN - - - Bd. 5	96	57	‡58 12 6
628	TREVDRAETH:			
	Malltraeth, Infants - N. 6	100	50	36 5 0
	Trevdraeth - - - N. 6	*214	70	54 0 0
630	TREWALCHMAI, U.D.:			
	Bodffordd - - - Bd. 4	108	66	48 0 0
	Llandrygarn - - Bd. 4	92	53	38 3 0
	Upper Gwalchmai - Bd. 4	*216	81	66 15 0
	Tymawr. See LLANFIHANGEL-TRE'R BEIRDD.			
	BRECON.			
	Abercrave. See LOWER YSTRADGYNLAIS.			
	Abergwessin. See LLANAFON FAWR.			

No. of Dist. or Par. in Census Tables	Name and Denomination of School, and Month when Inspection is due.	No. of Scholars for whom Accommodation is provided.	Average Attendance.	Annual Grants. Amount. £ s. d.
	Brecon—*cont.*			
608	BATTLE AND ABERYSCIR, U.D.:			
	Battle - - - - Bd. 6	54	30	†‡42 13 0
606	BRECON, U.D.:			
	Brecon - - - - N. 6	*465	278	227 11 0
	Llanfaes - - - Bd. 6	220	106	181 15 6
	[illegible] - - Bd. 6	342	208	254 6 6
	St. David's - - - N.	*		
610	BRONLLYS - - - N 6	*72	34	†‡48 1 0
	Brynmawr. See LLANELLY.			
607	BUILTH, Endowed - N. 7	306	208	182 0 0
608	CANTREFF AND NANTHIDU:			
	Nanhidan - - - N. 6	45	27	[illegible] 10 0
	Castle Madoc. See LLANFIHANGEL FECHAN.			
606	CATHEDINE - - - N. 7	123	61	†‡68 12 0
608	CRAY - - - - Bd. 6	58	38	†‡37 1 0
607	CRICKADARN - - N. 7	91	36	†‡47 2 0
609	CRICKHOWELL:			
	Crickhowell - - B. 6	*172	73	72 9 0
	Crickhowell - - N. 6	232	126	142 12 0
	Cwmdu. See LLANFIHANGEL CWMDU.			
	Devynnock. See YSCLYDACH.			
610	GLASBURY. *See also* RADNORSHIRE:			
	Glasbury - - P. 6	139	49	41 8 6
	Velindre - - - P. 6	42	37	31 13 6
607	GWENDDWR - - - N. 7	60	50	37 5 0
610	HAY:			
	Hay - - - - B. 6	297	188	164 10 0
	Hay - - - - N. 6	*328	142	114 8 0
			19	7 6 0
607	LLANAFAN FAWR:			
	Abergwesin - - B. 4	*121	61	×‡81 5 0
	Llanafon Fawr, Undenominational - - 4	*123	66	†78 13 0
609	LLANDEDR - - - Ch. 6	83	33	‡37 5 6
607	LLANDDEWI'R CWM - N. 7	67	22	‡28 13 0
608	LLANDEFAILOGFACH:			
	Llandefaelog and Garthbrengy - - - N. 6	*82	30	33 19 0
608	LLANDEFALLE - - N. 7	*90	35	†42 7 0
608	LLANDILOVANE:			
	[illegible]dhene - - - Bd. 6	30	13	×‡30 0 5
	No. 1 - - - - Bd. 6	45	24	×‡46 0 0
607	[illegible] -			
	[illegible] - - Bd. 10	*[illegible]	[illegible]	[illegible]
	[illegible] - - N.		254	185 [illegible]
	[illegible]ynach - - Bd. 10	295	148	128 19 0
	Dessaffelen - - Bd. 10	276	196	145 4 0

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	Brecon—*cont.*			
609	Llanelly—*cont.*			
	[illegible] - - Bd. 10	130	101	95 1 0
	Llanelly - - - N.	*		
607	LLANFIHANGEL ABERGWESSIN:			
	Llanfihangel, and Llandewi, Abergwessin. - Ch. 4	72	14	×‡36 17 0
609	LLANFIHANGEL CWMDU OR ST. MICHAEL CWMDU:			
	Cwmdu - - - N. 6	134	67	278 17 0
608	LLANFIHANGEL FECHAN:			
	Castle Madoc - - B. 6	*40	24	×‡44 4 0
608	LLANFIHANGEL-NANT-BRAN - - - N. 6	*67	23	‡31 10 0
608	LLANFIHANGEL-TAL-Y-LLYN - - - - Ch. 7	98	56	†‡69 2 6
608	LLANFRYNACH - - Ch. 7	*96	59	†‡69 12 6
607	LLANGAMMARCH, LLANFECHAN, AND LLANDULAS-IN-TYB-ABBOT, U.D.:			
	Garth - - - Bd. 4	60	54	‡49 0 6
	Llandulas - - - Bd. 4	45	13	×‡34 15 6
	Llangammarch - - Bd. 4	95	55	‡59 14 0
607	LLANGANTEN, LLANYNYS, AND [illegible]ERIO, U.D.:			
	Llangranten - - - Bd. 7	57	34	†‡47 17 0
	Llanynis - - - Bd. 7	39	26	×‡46 13 0
608	LLANGASTY TAL-Y-LLYN - - - - Ch. 7	47	29	×‡33 12 6
609	LLANGATTOCK:			
	Beaufort Hill - - Bd. 10	603	383	336 13 0
	Llangattock - - Ch. 6	164	107	90 2 6
609	LLANGENNY - - - N. 6	*109	50	‡56 0 0
606	LLANGORSE - - - N. 7	81	43	36 11 0
609	LLANGUNIDR:			
	[illegible]ateswin - - Bd. 10	324	207	182 [illegible]
	Llangynidr - - Ch. 6	136	93	86 4 0
	Rassau - - - Bd. 10	206	171	136 13 0
	Trevil - - - Bd. 10	56	50	×‡70 0 0
608	LLANHAMLACH - - N. 7	*80	40	†‡46 16 0
610	LLANIGON - - - N. 6	*98	30	33 5 0
608	LLANSPYDDID, U.D.:			
	Llanspyddid - - Bd. 6	99	66	‡77 12 0
	Llanspyddid - - N.	*		
608	LLANTHETTY:			
	Talybont - - - N. 7	*134	103	88 11 0
608	LLANTHEW - - - Bd. 7	*61	30	†‡38 0 0
608	LLANVILLO, U.D. - Bd. 7	63	30	†‡46 7 2
612	LLANWRTHWL - - Ch. 11	106	43	†‡52 3 4
609	LLANWRTYD - - - [illegible] 4	*136	112	98 [illegible]
610	LLYSWEN - - - N. 6	99	36	×‡42 6 0
	Llywell. See TRAIAN GLAS.			

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	Brecon—*cont.*			£ s. d.
591	LOWER YSTRADGUNLAIS:			
	Abercrave - - - Bd. *d*	129	—	—
	Abercrave - - - N.	*		
	Cwmtwrch - - - Bd. 10	276	197	165 17 5
	Oddfellow Street - Bd. 10	445	209	167 12 3
	Ynyscedwyn - - Bd. 10	224	130	73 6 10
	Ynyscedwyn Iron Works - - -	*		
	Ystradgynlais - - N.	*		
607	MAESMYNIS AND LLANGYNOG, U.D.:			
	Maesmynis and Llangynog - - - Bd. 7	48	28	×36 0 0
608	MERTHYR CYNOG:			
	Merthyr Cynog - - Bd. 6	56	21	×‡41 16 6
	Pontfaen - - - Bd. 6	45	17	×28 3 0
	Upper Chapel - - Bd. 6	60	28	×‡49 10 0
	Nanttdu. See CANTREFF AND NANTDDU.			
	Pencae. See UPPER YSTRADGYNLAIS.			
588	PENDERYN:			
	Pont Prenllwyd - - Bd. 4	114	49	54 15 8
	Pentrefelyn. See YSCLYDACH.			
608	SENNY - - - - Bd. 7	45	39	†‡59 0 0
608	TALACHDDU:			
	Talachddu and Trawscoed - - - - N. 7	53	28	×‡46 13 0
610	TALGARTH:			
	Penygenffordd - - Bd. 6	48	33	×41 3 6
	Talgarth - - - Bd. 6	*229	158	133 14 6
	Talybont. See LLANTHETTY.			
608	TRAIAN-GLAS:			
	Llywell - - - Ch. 6	*162	40	40 1 0
	Trecastle - - - B. 6	152	73	73 5 6
608	TRALLONG - - - N. 6	*117	52	†‡71 19 0
	Trecastle. See TRAIAN-GLAS.			
590	UPPER YSTRADGYNLAIS:			
	Pencae - - - - N. 10	132	45	‡51 12 0
588	VAYNOR:			
	Cefn Coed - - - Bd. 3	532	428	405 4 6
			21	13 14 0
	Vaynor - - - N. 3	*101	49	×‡66 6 6
	Velindre. See GLASBURY.			
	Ynyscedwyn. See LOWER YSTRADGYNLAIS.			
608	YSCLYDACH OR RHIDYBRIW:			
	Devynnock, Sir J. Davey's, Endowed - 6	*94	84	87 11 0
	Pentrevelyn - - N. 6	*92	31	†‡50 16 6
590	YSTRADVELLTEY - - Bd. *d*	40	—	—

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	CARDIGAN.			£ s. d.
	Aberayon. See HENFYNYW AND LLANDEWI ABERARTH.			
	Aberbank. See HENLLAN.			
601	ABERPORTH - - - N. 7	*110	62	44 14 0
605	ABERYSTWYTH (BOROUGH). *See also* LOWER VAINOR:			
	Aberystwith - - Bd. 2	601	501	438 7 6
			17	9 6 0
	Pen-y-Parke - - N. 2	*218	49	43 3 0
	Bangor. See MELINDWR.			
603	BETTWS BLEDRWS - Ch. 5	75	38	×‡57 3 0
606	BLAENPENAL AND LOWER LLEDROD, U.D.:			
	Bronant - - - Bd.	110	—	—
	Lledrod - - - Bd. 2	80	44	37 6 0
	Tanygareg - - - Bd 2	84	39	30 5 0
601	BLAENPORTH - - N. 7	114	58	44 16 0
	Borth. See CYFOETH-Y-BRENIN, U.D.			
602	BRONGWYN:			
	Trewen - - - B. 11	102	42	32 9 0
	Capel Sion. See LOWER LLANBADARN-Y-CROYDDIN.			
601	CARDIGAN (BOROUGH):			
	Cardigan - - - Bd. 7	410	226	216 12 6
	St. Mary's - - - N. 7	*241	170	148 15 0
603	CELLAN - - - - Ch. 5	103	62	54 5 0
	Cenarth. See KENARTH (CARMARTHEN).			
605	CEULAN-Y-MAES-MAWR:			
	Esgirhir - - - B.	36	—	—
	Talybont - - - B. 3	*218	110	77 4 0
604	CILCENNIN - - - Bd. 5	96	53	‡64 7 0
605	CLARACH - - - Ch. 11	94	33	26 6 6
605	CWMRHEIDOL, U.D.:			
	Llwynygroes - - Bd. 3	103	26	×35 0 0
	Ponterwyd - - - Bd. 3	100	39	‡49 16 0
	Ystumtuen - - - Bd. 3	120	40	×‡57 3 0
605	CYFOETH-Y-BRENIN, U.D.:			
	Borth - - - - Bd. 2	201	72	71 12 0
	Borth - - - - N. 2	*152	83	63 1 6
	Rhyd-y-Pennau - - Bd. 2	201	97	103 10 6
605	ELERCH - - - - Ch. 12	88	40	×47 0 0
	Esgirhir. See CEULAN-Y MAES-MAWR.			
606	GARTHELI - - - P. 4	79	43	†45 16 6
606	GWYNFIL:			
	Llangeitho - - - B. 12	196	90	5 8 6

d Inspection deferred

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	Cardigan—*cont.*			
606	Gwynfil—*cont.* Llangeitho - - - N.	•		
604	Henfynyw: Aberayron - - - B. 1	198	126	110 5 0
	Henfynyw - - - N.	•		
602	Henllan: Aberbank - - - N. 11	*167	84	65 2 0
603	Lampeter-Pont-Stephen, U.D.: Peterwell, Girls and Infants - - - Bd. 12	267	156	122 1 0
	St. Mary's - - - Bd. 12	46	24	†28 11 0
	St. Peter's - - - Bd. 12	*167	72	70 5 0
605	Llanafan, Earl of Lisburne's - - - Ch. 12	201	98	95 5 0
604	Llanarth, U.D.: Gwenlli - - - Bd. 1	73	30	††47 0 7
	Llanarth - - - Bd. 1	216	101	†8 13 3
	Llanarth and Llanina N. 1	*160	23	16 12 0
	Llwyndafydd - - Bd. 1	116	65	53 14 0
	Mydroilin - - - Bd. 1	97	83	†85 13 0
	Penlon - - - Bd. 1	87	68	65 8 0
	Talgareg - - - Bd. 1	93	60	†67 0 0
605	Llanbadarn Fawr, U.D.: Comminsoch - - Bd. 2	49	41	36 18 6
	Cwmpadarn, Infants - Bd. 2	86	23	20 6 0
	Penyfron - - - Bd. 2	114	56	56 4 0
605	Llancynfelin - - Bd. 3	*263	82	77 8 6
605	Llanddeiniol - - Ch. 12	88	28	†33 8 0
604	Llanddewi Aberarth: Aberayron - - - N. 1	*138	82	71 8 6
	Llandewi Aberarth - B. 1	121	61	52 19 6
	Llandewi Aberarth - N.	*108	—	—
606	Llandewi Brefi, U.D.: Llandewi Brefi - - Bd. 12	220	91	74 0 6
601	Llandygwyd - - N. 7	153	81	73 6 6
602	Llandyssil: Llandyssil - - - Bd. 12	*99	97	77 15 6
	Llandyssil - - - N. 11	*145	60	54 0 0
	Pontshaen - - - Bd 12	90	78	78 5 0
	St. David's - - - Bd. 12	74	50	†53 15 0
	Tregoes - - - Bd. 12	104	50 / 28	†31 13 6 / 21 2 0
603	Llanfairclydogan - Bd. 4	120	69	†75 12 6
604	Llanfihangel Ystrad, U.D.: Ciliau Park - - - Bd. 4	100	86	76 6 1
	Cribin - - - - Bd. 4	98	58	†65 15 0
	Dihewid - - - Bd. 4	90	51	43 8 6
	Felinfach - - - Bd. 4	128	81	70 17 6
	Llangeitho. See Gwynfil.			
601	Llangoedmore, U.D.: Llangoedmore - - Ch. 7	*108	29	23 4 0
	Llechryd - - - Bd. 7	114	72	63 2 0
	Pen-y-Parke - - Bd. 7	117	70	57 6 6
603	Llangranog: Llangranog - - - N.	•		
	Cardigan—*cont.*			
602	Llangranog—*cont.* Pontgarreg - - - B. 7	122	82	58 14 0
603	Llangydy - - - Bd. 5	83	56	†[illegible] 16 3
605	Llanilar - - - Ch. 2	151	43	†42 6 6
604	Llanllwchaiarn: Cross Inn - - - Bd. 1	84	67	60 19 0
	Llanllwchaiarn - - N.	•		
	New Quay - - - Bd. 1	230	246	215 5 6
605	Llanrhystyd, U.D.: Bryn Herbert - - Bd. 2	101	35	27 12 6
	Cofadail - - - Bd. 3	105	47	†[illegible] 2 6
	Llangwyryfon - - Bd. 3	106	53	†36 10 6
	Mydroydd - - - N. 3	130	61	53 7 6
604	Llansaintffraid, U.D.: Cross Inn - - - Bd. 4	135	88	80 3 0
	Llannon - - - Bd. 3	222	[illegible]	[illegible] 0 6
	Pennant - - - Bd. 4	60	42	†[illegible] 0 0
603	Llanwenog: New Court - - - Bd. 12	138	94	82 5 0
	Llanwenog - - - N. 12	114	66	57 15 0
603	Llanwnen, Undenominational - - - 12	79	51	†54 12 6
605	Llanychaiarn: Chancery - - - Bd. 2	140	68	[illegible] 16 0
605	Lower Llanbadarn-y-Creoyddin: Capel Sion - - - N. 2	126	54	*50 9 0
605	Lower Llanfihangel-y-Creoyddin: Lower Llanfihangel-y-Croyddin - - - Bd. 3	103	63	46 14 0
605	Lower Vainor, B.M.: Aberystwyth - - - N. 2	666	283	244 14 0
605	Melindwr: Bangor - - - N. 3	*135	7	0 3 3
	Goginan - - - Bd. 3	130	85	†59 8 6
	Penllwyn - - - Bd. 3	215	58	46 14 6
606	Nantcwnlle: Bwlchyllian - - - Bd. 4	105	59	†54 18 0
	Penuwch - - - Bd. 4	120	81	†87 3 6
602	Penbryn: Glynarthen - - - Bd. 7	120	94	83 5 0
	Penlan - - - - Ch.	•		
	Penmorfa - - - Bd. 7	126	72	73 12 0
	Penrhyncoch. See Trefeirig.			
	Pen-y-parke. See Aberystwyth (Borough)			
	Pontgarreg. See Llangranog.			
606	Rhostie - - - N. 2	67	23	*31 10 0
613	Scybor-y-coed - - Bd. 5	123	50	*[illegible] 12 0
606	Silian - - - - N. 5	84	60	†66 14 0

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	Cardigan—*cont.*			
606	STRATA FLORIDA, U.D.:			
	Pontrhydfendigaid - Bd. 12	223	106	85 18 6
	Strata Florida - - Bd. 12	50	28	21 9 0
	Talybont. See CEULAN-Y-MAES-MAWR.			
605	TREFEIRIG:			
	Penrhyncoch - - N. 3	195	74	63 1 0
	Trefeirig - - - Bd. 3	208	93	92 12 6
603	TREFILAN - - - Ch. 5	103	33	††46 4 6
606	TREGARON, U.D.:			
	Blaencaron - - - Bd. 12	54	22	×‡43 3 0
	Castell-Flemish - - Bd. 12	69	34	†36 6 0
	Tregaron - - - Bd. 12	181	99	98 17 6
	Tregaron - - - N. 12	145	97	84 2 0
	Trewen. See BRONGWYN.			
602	TROEDYRAUR, U.D.:			
	Brongest - - - Bd. 11	132	61	‡59 19 0
	Bryn Llangunllo - Bd. 11	107	70	74 7 9
	Capel Cynon - - Bd. 11	54	51	††63 1 6
	Rhydlewis - - - Bd. 11	132	69	72 5 6
605	UPPER LLANFIHANGEL-Y-CROYDDIN:			
	Cwmystwyth - - Bd. 3	142	68	54 9 0
	Devil's Bridge - - Bd. 3	126	46	‡54 12 0
	Trisant - - - Bd. 3	98	54	43 3 0
601	VERWICK, U.D. - - Bd. 7	75	50	††63 19 4
606	YSPYTTY-YSTWITH - Bd. 3	219	93	95 0 0
606	YSTRAD MEURIG AND UPPER LLEDROD, U.D.:			
	Swyddffynon - - Bd. 12	124	64	‡78 19 0
	CARMARTHEN.			
597	ABERGWILLY:			
	Abergwilly - - - N. 3	*185	90	85 7 6
	Llanfihangeluwchgwili N. 3	*74	29	††45 8 0
	Pantteg - - - B. 3	64	37	††56 1 6
	Peniel - - - - B. 3	80	61	49 11 6
	White Mill - - - B. 12	106	60	51 0 0
	Yspytty - - - N. 7	81	34	††51 8 0
597	ABERNANT:			
	Abernant - - - N. 4	80	52	††67 3 1
	Penrhiwlas - - Bd. 10	73	34	††49 16 0
	Amman Iron Works. See LLANDILOFAWR, U.D.			
	Brooke. See LAUGHARNE.			
	Capel Cynfab. See LLANFAIR-CRY-BRYN.			
	Capel Mair. See LLANGELER.			
597	CARMARTHEN (BOROUGH):			
	Bridge Street - - N. 3	163	83	64 5 0
	Carmarthen, Practising N. 3	*589	325	284 7 6
	Johnstown - - - Bd 3	123	110	85 0 0

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	Carmarthen—*cont.*			
597	Carmarthen (Borough)—*cont.*			
593	Llanllwch - - - N.			
597	Pentrepoth - - - Bd. 3	*580	517	452 7 6
	Priory Street - - N. 3	512	329	318 12 0
	Quay Street - - Bd. 3	102	103	81 19 0
	St. Mary's - - - R. 3	78	36	31 5 0
	Cefnarthen. See LLANFAIR-CRY-BRYN.			
602	CILRHEDYN:			
	Capel Evan - - - Bd. 11	74	64	49 13 0
	Penwaun - - - Bd. 11	93	48	†48 8 0
595	CIL-Y-CWM:			
	Berrisbrook - - N. 4	122	37	×42 8 0
	Cil-y-cwm - - - Ch. 4	*131	77	67 7 6
595	CONWIL CAYO:			
	Blaentwrch - - Bd. 5	48	30	×‡51 5 0
	Crugybar - - - Bd. 5	81	51	43 7 0
	Cwmcothi - - - Bd. 5	73	33	×‡52 3 0
	Farmers - - - Bd. 5	98	47	37 12 0
	Village - - - - Bd. 5	*133	59	‡61 16 11
597	CONWIL-IN-ELVET:			
	Conwil-in-Elvet - - Bd. 10	*169	110	96 5 0
	Cwmduad - - - Bd. 10	100	52	37 15 0
	Nantgwrhys - - Bd. 10	88	56	×57 0 0
	Cwmamman. See LLANDILO-FAWR, U.D.			
	Cwmdwr. See MOTHFAI.			
	Dafen See LLANELLY, U.D.			
598	EGLWYS-CIMMIN:			
	Tremoilet Memorial -	*117	42	41 10 0
	Felinfoel. See LLANELLY, U.D.			
	Ferryside, St. Thomas. See ST. ISHMAEL.			
	Gwendraeth. See LLANELLY, U.D.			
	Hendy. See LLANEDY.			
598	HENLLAN AMGOED AND LLANFALLTEG, U.D. *See also* PEMBROKESHIRE:			
	Henllan Amgoed - Bd. 5	99	56	‡64 12 0
	Idole. See LLANDEFEILOG.			
602	KENARTH, U.D.:			
	Adpar - - - - Bd. 11	144	110	98 17 6
	Kenarth - - - N. 11	135	42	32 6 0
	Newcastle Emlyn - N. 11	189	105	80 5 0
	Parkylan - - - Bd. 11	84	27	‡30 3 6
594	KIDWELLY, ST. MARY, U.D.:			
	Castle - - - - Bd. 10	*128	85	87 2 6
	Hillfield - - - Bd. 10	318	158	134 18 0
	Kidwelly - - - N. 10	235	129	108 6 6
	Mountain - - - Bd. 10	152	148	129 10 0
597	LAUGHARNE:			
	Brooke - - - N. 5	75	33	††4513 0
	Laugharne - - - N. 5	233	200	186 14 2

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	Carmarthen—*cont.*			£ s. d.
	Llanarthney. See LLANDEBIE, U.D.			
598	LLANBOIDY AND LLANGAN, U.D.:			
	Llanboidy - - - Bd. 5	126	96	85 15 0
	Penygwrt - - - Bd. 5	57	32	‡36 11 0
	Whitland - - - Bd. 5	211	188	188 9 0
	Llanddarog. See LLANDEBIE, U.D.			
595	LLANDDAUSANT - - B. 4	123	60	†59 10 0
596 & 597	LLANDEBIE, LLANFIHANGEL-ABERBYTHYCH, LLANDDAROG AND LLANARTHNEY, U.D.:			
	Ammanford - - Bd. 11	378	265	242 19 0
	Capel Dewi - - - Bd. 1	72	37	†251 6 6
	Drefach - - - Bd. 11	145	134	124 7 6
	Maesybont - - - Bd. 11	77	72	53 15 0
	Llanarthney - - N. 1	96	67	58 12 6
	Llanddarog - - - N. 3	*110	80	73 11 4
	Llandebie - - - N. 12	*147	141	123 7 6
	Llanfihangel Aberbythych - - N. 1	111	77	63 14 0
	Penygroes - - - Ed. 11	190	143	70 7 0
597	LLANDEFEILOG:			
	Idole - - - - B 3	*113	60	43 9 0
	Llandefeilog - - N. 8	*110	60	58 11 6
	Llandilo, Capel Isaac. See LLANDILOFAWR, U.D.			
598	LLANDILOFAWR, U.D.:			
	Amman Iron Works - B. 11	526	398	327 10 0
	Bettws - - - Bd. 11	172	127	113 8 6
	Capel Isaac - - - B. 1	77	46	†52 0 0
	Cwm Amman - - N. 11	242	154	120 7 0
	Cwm Ivor - - - Bd. 1	94	40	†30 4 6
	Glanamman - - Bd. 11	298	207	180 13 0
	Llandilofawr - - N. 1	398	309	270 6 0
	Salem - - - - Bd. 1	94	44	35 1 0
	Tabernacle - - - Bd. 1	181	90	71 19 0
	Trap - - - - N. 1	*94	66	57 8 0
595	LLANDINGAT:			
	Llandovery - - - B. 4	*274	243	212 12 6
	Llandovery - - - N. 4	*226	93	83 17 0
598	LLANDISILIO, U.D. *See also* PEMBROKESHIRE:			
	Dolyclvet - - - Bd. 5	108	58	†68 11 0
	Ffynnon Wen - - Bd. 8	79	59	†37 1 6
	Pantycawn - - - Bd. 8	186	55	53 13 0
	Llandovery. See LLANDINGAT.			
597	LLANDOWROR - - N. 8	85	55	††36 2 6
594	LLANEDY:			
	Heudy - - - N. 11	434	272	216 14 0
	Old Llanedy - - N. 12	81	47	†43 3 0
	Tycroes - - - N. 11	186	107	145 1 0
596	LLANEGWAD AND BRECHFA, U.D.:			
	Brechfa - - - Bd. 4	91	68	57 2 0
	Court Henry - - Bd. 1	120	64	55 3 0
596	Carmarthen—*cont.* Llanegwad and Brechfa, U.D.—*cont.*			
	Llangewad - - - N. 1	139	52	†38 3 0
	Velingwm - - - Bd. 1	95	60	53 4 4
594	LLANELLY:			
	Bigyn - - - - Bd. 2	513	323	296 8 8
	Bryn - - - - Bd. 2	183	93	85 18 0
	Copper Works - - B. 2	741	686	600 5 0
	Dafen Tin Works - 2	223	223	196 2 6
	Felinfoel - - - Bd. 2	*331	246	234 14 6
	Felinfoel, Trinity - N. 1	157	115	85 19 6
	Five Roads - - - Bd. 2	*103	62	46 1 0
	Gwendraeth - - B. 10	203	164	124 - 6
	Higher Grade - - Bd. 2	302	143	100 - -
	Lakefield Road - - Bd. 2	977	270	260 - 6
			58	57 4 0
	Llanelly - - - N. 1	295	256	213 11 6
	Llanelly - - - E. 1	96	70	56 - -
	Llwynhendy - - Bd. 2	*389	387	346 - 6
	Machynys - - - Bd. 2	148	105	97 3 0
	Market Street - - Bd. 2	*661	496	453 14 8
	New Dock - - - Bd. 2	*635	485	463 16 6
	Old Road - - - Bd. 2	519	342	315 18 0
	Park Street - - Bd. 2	300	234	244 9 0
	Pontyates - - - Bd. 2	118	93	60 8 6
	Prospect Place - - Bd. 2	*383	313	263 2 0
	Spitty - - - - Bd. 2	198	96	73 3 6
595	LLANFAIR-A-RY-BRYN:			
	Capel Cynfab - - N. 4	*90	80	†47 3 0
	Carmarthen - - - B. 4	76	24	†18 7 0
	Rhandyrmwyn - - N. 4	*114	64	49 12 0
	Llanfihangel Aberbythic. See LLANDEBIE, U.D.			
594	LLANFIHANGEL ABERCOWIN:			
	Brookfield - - Bd. 5	*116	85	79 8 6
	Glasfryn - - - Bd. 8	81	67	66 13 6
602	LLANFIHANGEL-AR-ARTH:			
	Altywalis - - - Bd. 12	82	37	19 - 0
	Llanfihangel-ar-Arth - N. 12	114	59	161 12 6
	New Inn - - - Bd. 12	85	48	38 - 0
	Pencader - - - Bd. 12	124	100	88 11 0
603	LLANFIHANGEL RHOS-Y-CORN:			
	Gwernogle - - - Bd. 4	91	88	†53 14 6
	Llanfihangel Uwch Gwili. See ABERGWILLI.			
596	LLANFYNYDD:			
	Llanfynydd - - N 11	105	40	†43 1 0
	Penygarn - - - N. 11	48	29	×137 0 4
595	LLANGADOCK:			
	Bethlehem - - - Bd. 4	86	38	†46 13 0
	Gwynfe - - - Bd. 4	98	71	279 7 0
	Llangadock - - Bd. 4	*220	153	128 15 6
597	LLANGAIN - - - Bd. 12	76	60	†62 1 0
596	LLANG ATHEN - - Bd. 1	130	40	247 - 0
602	LLANGELER:			
	Capel Mair - - - N. 11	123	41	39 - 0
	Llangeler - - - N 11	165	54	54 10 0
	Saron - - - - B. 11	118	90	82 19 0
597	LLANGENDEIRNE:			
	Banktfosfelen - - Bd. 2	140	65	45 - 0
			16	6 10 0

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	Carmarthen—*cont.*			
597	Llangendeirne—*cont.*			
	Llangendeirne - - P. 5	149	61	67 1 6
	Pontyates - - - Bd. 10	135	94	65 9 0
594	LLANGENNECH:			
	Llangennech - - B. 12	452	222	194 5 0
	Llangennech - - Ch. 12	*443	138	110 14 0
597	LLANGINNING - - Bd. 4	90	44	‡46 0 6
597	LLANGUNNOCK:			
	Vaughan's Charity - 5	124	78	79 5 0
597	LLANGUNNOR:			
	Llangunnor - - N. 3	99	37	28 13 6
	Philadelphia - - Bd. 12	74	61	‡35 9 0
597	LLANLLAWDDOG - - B. 3	*81	32	23 3 0
593	LLANLLWCH - -	*		
603	LLANLLWNI - - - N. 4	121	94	82 5 0
594	LLANNON:			
	Bryndu - - - Bd. 1	143	113	98 13 0
	Llannon - - - N. 1	*147	60	59 19 0
597	LLANPUMPSAINT - - B. 10	*138	101	71 4 0
595	LLANSADWRN - - Bd. 3	174	73	67 0 0
	Llansaint. See ST. ISHMAIL.			
596	LLANSAWEL - - Bd. 5	132	110	93 10 0
597	LLANSTEPHAN:			
	Llanstephan - - N. 5	290	84	80 16 0
	Llanybri - - - N. 5	101	42	‡44 15 0
597	LLANWINIO:			
	Cwmbach - - - Bd. 5	156	83	68 8 6
595	§LLANWRDA, Endowed . 4	117	68	52 14 0
	Llanybri. See LLANSTEPHAN.			
603	LLANYBYTHER:			
	Abergorlech - - Bd. 4	81	60	×69 0 0
	Llanybyther - - Bd. 4	159	129	111 18 5
	Rhydcymere - - Bd. 4	74	45	†47 2 6
603	LLANYCRWYS - - Bd. 4	89	59	51 12 6
597	MERTHYR - - - N. 12	*80	13	†6 9 4
595	MYDDFAI:			
	Cwmdwr - - - N. 4	*83	21	×‡39 5 6
	Mothfai - - - N. 4	95	70	‡81 15 0
597	MYDRIM - - - N. 3	*130	67	‡70 7 6
	Newcastle Emlyn. See KENARTH.			
597	NEWCHURCH - - N. 3	141	49	35 10 6
	Pantteg. See ABERGWILLY.			
594	PEMBREY:			
	Copper Works - - Bd. 10	589	470	413 9 2
	Pembrey - - - N. 10	139	123	107 12 6
	Pembrey Village - Bd. 10	165	152	123 8 6
	Pwll - - - - Bd. 10	183	155	134 2 6
	Carmarthen—*cont.*			
594	Pembrey—*cont.*			
	Trimsaran - - - Bd. 10	275	145	104 8 6
602	PENBOYR - - - - N. 11	189	131	99 5 0
603	PENCARREG:			
	Coedmore - - - Bd. 4	96	85	85 15 0
	Dolgwm - - - Bd. 4	85	54	52 17 0
	Esgerdawe - - - Bd. 4	70	33	††48 1 6
	Peniel. See ABERGWILLY.			
	Penygarn. See LLANFYNYDD.			
	Pontyates. See LLANGENDEIRNE.			
	Rhandirmwyn. See LLANFAIR-A-RY-BRYN.			
597	ST. CLEARS:			
	St. Clears - - - Bd. 5	180	83	76 15 0
	St. Clears - - - N. 5	113	55	56 7 6
597	ST. ISHMAEL:			
	Ferryside, St. Thomas P. 5	*165	109	96 7 6
6	Llansaint - - - N. 5	94	96	83 8 6
	Saron. See LLANGELER.			
596	TALLEY:			
	Cwmdu - - - Bd. 5	66	19	†24 2 6
	Talley - - - Bd. 5	140	66	54 14 0
597	TRELEACH-AR-BETTWS:			
	Alma - - - - Bd. 10	99	23	††37 16 0
	Davies' Charity - - 5	98	57	39 19 6
	Treleach Village - Bd. 5	112	80	68 0 0
	Tremoilet. See EGLWYSCIMMIN.			
	Tycroes. See LLANEDY.			
	Whitemill. See ABERGWILLY.			
	Ysputty. See ABERGWILLY.			
	CARNARVON.			
628	ABER - - - - Ch. 3	106	51	36 17 0
626	ABERDARON, U.D.:			
	Bryncroes - - - Bd. 7	125	56	49 6 3
	Deunant - - - Bd. 7	163	56	43 10 0
	Llidiardan - - - Bd. 7	94	40	††49 1 0
	Rhiw and Bryncroes - N.	*		
	Rhiw - - - - Bd. 7	85	46	33 10 0
626	ABERERCH:			
	Abererch - - - N. 10	*155	56	44 11 0
	Abererch, Junior - N. 10	81	44	41 15 0
628	BANGOR, U.D.:			
	Bangor, Infants - - N.	*		
	Bangor - - - N. 2	*499	349	347 14 6
	Bangor - - - R. 2	100	51	40 16 0
	Garth - - - Bd. 2	*558	299	259 19 6
	Glanadda - - - Bd. 2	173	143	123 11 0

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	Carnarvon—*cont.*			
628	Bangor, U.D.—*cont.*			
	Glasynfryn - - - N. 2	141	90	78 11 0
			27	15 16 0
	St. Paul's - - - Bd. 2	*594	363	330 6 0
	Upper Bangor - - N. 2	310	184	180 16 6
	Vaynol - - - N. 2	*212	116	88 1 6
625	Beddgelert:			
	Beddgelert - - - Bd. 11	*194	70	61 18 0
	Beddgelert - - - N.	*		
	Nantgwynsant - - Bd. 11	73	26	×35 16 0
	Nantmor - - - Bd. 11	72	46	†47 18 0
	Rhyd-ddu - - - Bd. 11	93	38	†35 3 0
	Bethesda. See Llanllechid.			
	Bettws Garmon. See Llanwnda.			
621	Bettws-y-Coed - - Ch. 7	76	109	78 9 0
	Blaenau. See Dolwyddelan.			
	Bodafon. See Llandudno.			
626	Bodfean - - - N. 7	*58	30	†343 5 0
	Bodfeirig. See Llandegai.			
	Bontnewydd. See Llanbeblig.			
626	Bottwnog, Girls - - N. 7	*54	41	×†39 15 6
	Bronyfosl. See Llandwrog.			
629	Caerhun, Llanbedr-y-Cennin, and Dolgarrog, U.D.:			
	Llanbedr and Caerhun N.	*		
	Roe Wen - - - Bd. 3	*150	70	61 0 0
	Talybont - - - Bd. 3	147	78	62 9 0
	Capel Curig. See Llanrychwyn.			
627	Carnarvon (Borough):			
	Carnarvon - - Bd. 1	*811	580	505 0 6
			79	26 14 0
	Carnarvon, Model - N. 1	*1,174	552	483 0 0
	Carnarvon - - - R.	27	—	—
	Twthill - - - Bd. 1	127	80	52 9 0
	Cefnfaes. See Llanllechid.			
627	Clynnog:			
	Clynnog - - - N. 10	*123	82	55 8 0
	Pantglas - - - N. 10	*146	38	†38 7 0
	Colwyn. See Llandrillo, U.D.			
629	Conway (Borough):			
	Conway - - - N. 2	*505	392	386 15 0
626	Criccieth - - - Bd. 10	311	191	173 17 6
	Cwm. See Penmachno.			
621	Dolwyddelan:			
	Blaenau - - - N. 7	47	13	×25 4 0
	Dolwyddelan - - N. 7	215	140	122 10 0
629	Dwygyfylchi:			
	Dwygyfylchi R. 9	217	92	86 19 8
629	Dwygyfylchi—*cont.*			
	Dwygyfylchi - - N. 3	87	73	69 6
	Penmaenmawr - - N. 3	*348	212	170 4 0
626	Edeyrn - - - N. 7	*146	124	96 2 6
629	Eglwys Rhos - - N. 3	143	75	75 0 0
621	Eidda:			
	Ysgytty - - - N. 5	*119	83	58 3 6
	Gerlan. See Llanllechid.			
	Glan Llugwy. See Bettws-y-Coed.			
	Glan Ogwen. See Llanllechid.			
	Glasynfryn. See Bangor, U.D.			
626	Llanaelhaiarn:			
	Llanaelhaiarn - - Bd. 10	102	90	70 10 0
	Llanaelhaiarn, Evening - - - - Ch.	—	21	9 6 0
	Trevor Welsh Granite Company's - - 10	188	137	108 6 0
			35	21 18 0
626	Llanarmon - - - N. 10	171	88	377 18 0
627	Llanbeblig:			
	Bontnewydd - - N. 11	*211	113	84 8 6
	Waenfawr - - - N.	*		
	Waenfawr - - - Bd. 11	272	194	159 11 0
	Llanbedr and Caerhun. See Caerhun, U.D.			
626	Llanbedrog - - N. 7	120	76	84 17 0
627	Llanberis:			
	Dolbadarn - - - Bd. 12	682	389	383 19 0
			86	35 2 0
	Nant Peris - - - Bd. 12	*126	77	66 1 6
			16	7 8 0
627	Llanddeiniolen:			
	Bethel - - - Bd. 11	228	134	121 3 0
	Deiniolen - - - Bd. 11	*519	343	291 18 2
	Dinorwic - - - Bd. 11	190	88	74 10 0
	Llanddeiniolen, Undenominational - 11	*165	57	47 13 0
	Llandinorwig - - N. 11	*300	93	79 16 6
	Penisarwaen - - Bd. 11	186	165	159 5 0
	Rhiwlas - - - Bd. 11	250	167	138 3 8
			35	16 9 0
628	Llandegai:			
	Bodfeirig - - - N. 6	350	190	187 5 0
	Girls' Infants - - N. 2	90	70	59 5 0
	Llandegai - - - N. 2	291	197	204 4 9
	Tyntwyr - - - N. 6	214	81	63 3 6
	Llanfairorwig. See Llanddeiniolen.			
629	Llandrillo and Eirias, U.D. *See also* Denbighshire:			
	Colwyn - - - Bd. 5	172	139	121 19 0
	Colwyn - - - N. 5	*121	96	76 17 6
629	Llandudno:			
	Bodafon - - - N. 3	120	57	41 6 0
	Llandudno - - - Bd. 3	649	380	340 12 9
	Llandudno - - - N. 3	393	244	231 17 6

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	Carnarvon—*cont.*			
627	LLANDWROG:			
	Bronyfoel - - - N. 11	*196	157	118 16 6
	Llandwrog - - - N. 11	*212	67	51 18 2
	Nanttle - - - Bd. 11	152	80	65 5 0
			19	9 2 0
	Penfforddelen - - Bd. 11	282	206	196 8 10
			45	23 4 0
626	LLANENGAN:			
	Llanengan - - - B. 7	176	146	116 17 0
	Llanengan - - - N. 7	*102	20	14 14 0
627	LLANFAIR-IS-GAER:			
	Llanfair-is-Gaer - - N. 1	*252	126	102 11 0
	Port Dinorwic - - Bd. 1	300	146	133 13 6
628	LLANFAIR FECHAN - N. 3	*518	280	256 10 5
629	LLANGELYNIN, Gyffin - N. 3	*79	39	†38 7 0
626	LLANGIAN - - - Ch. 7	172	122	98 14 10
626	LLANGWNADLE - - N. 7	*106	39	†38 6 0
629	LLANGWSTENNIN:			
	Glanwydden - - Bd. 3	129	83	78 16 6
	Llangwstennin - - N. 3	99	62	45 0 0
626	LLANGYBI - - - Bd. 10	94	54	†49 6 0
626	LLANIESTYN - - - N. 7	*141	81	63 3 0
628	LLANLLECHID:			
	Bethesda - - - 6	386	270	236 5 0
	Cefnfaes - - - B. 6	381	166	145 5 0
	Gerlan - - - N. 6	195	99	70 13 6
	Glan Ogwen, Boys N. 6	241	92	86 2 0
	Glan Ogwen, Girls and Infants - - N. 6	*227	146	117 17 0
	Llanllechid - - - B. 6	208	135	118 2 6
	Llanllechid - - N. 6	*262	122	106 15 0
			30	17 8 0
627	LLANLLYFNI:			
	Llanllyfni, Mixed and Infants - - - Bd. 10	*190	160	134 6 6
	Nebo - - - - Bd. 10	128	100	79 18 6
	Penygroes - - - Bd. 10	424	308	269 10 0
	Talysarn - - - Bd. 10	383	318	273 8 6
	Talysarn, Evening -	—	50	24 6 0
626	LLANNOR AND LLANFIHANGEL-BACHELLAETH, U.D.:			
	Llannor - - - N. 7	*122	66	53 11 0
	Rhydyclafdy - - Bd. 7	96	66	‡64 7 0
621	LLANRHYCHWYN:			
	Capel Curig - - N. 7	99	42	†40 11 0
627	LLANRUG:			
	Bryn Eryr - - - Bd. 12	*258	177	154 17 6
	Caeathraw - - - Bd. 12	106	47	36 5 0
			11	4 2 0
	Cwmyglo, Evening - Bd.	—	61	28 10 0
	Cwmyglo, Infants - Bd. 12	150	77	55 16 6
	Glan Moelyn - - Bd. 12	172	97	79 4 0
			24	8 14 0
627	LLANWNDA AND BETTWS GARMON, U.D.:			
	Bettws Garmon - - Bd. 11	66	21	×‡43 7 6
	Rhostryfan - - - Bd. 11	235	183	164 17 6
626	LLANYSTUMDWY - - N. 10	*167	77	65 14 0
629	LLYSFAEN - - - N. 3	*191	134	99 2 0
621	MAENAN, U.D.:			
	Maenan - - - Bd. 7	174	58	††78 0 0
626	NEVIN:			
	Nevin - - - - Bd. 7	*303	207	181 2 6
	Nevin - - - - N.	*		
	Pantglas. See CLYNNOG.			
621	PENMACHNO:			
	Cwm - - - - N. 7	99	75	50 2 0
	Penmachno - - N. 7	*212	110	93 16 0
	Penmaenmawr. See DWYGYFYLCHI.			
625	PENMORFA, U.D.:			
	Dolbenmaen Garn - Bd. 11	206	145	107 5 0
	Penmorfa - - - Bd. 11	121	83	71 6 0
	Pennant - - - Bd. 11	63	23	††11 5 6
	Prenteg - - - Bd. 11	72	49	32 8 6
626	PISTILL, U.D.:			
	Llithfaen - - - Bd. 7	123	112	95 14 0
626	PWLLHELI (BOROUGH):			
	Pwllheli - - - N. 7	*274	207	181 2 6
	Troedyr Allt - - Bd. 7	*364	291	255 10 9
	Rhiw and Bryncroes. See ABERDARON, U.D.			
621	TREFRIW - - - N. 5	193	113	103 16 6
	Trevor. See LLANAELHAIARN.			
626	TYDWEILIOG - - N. 7	122	76	71 2 0
	Tyntwr. See LLANDEGAI.			
	Vaynol. See BANGOR, U.D.			
	Waenfaw. See LLANBEBLIG.			
625	YNYSCYNHAIARN:			
	Borth - - - - Bd. 11	160	104	99 2 6
	Morfa Bychan - - Bd. 11	89	32	†48 0 0
	Pentrefelin - - Bd. 11	120	35	†38 0 0
	Portmadoc, Chapel Street - - - Bd. 11	*303	268	268 8 0
	Portmadoc, Snowdon Street - - - Bd. 11	*534	334	319 17 0
	Tremadoc - - - Bd. 11	*180	97	74 18 6
	Ysbytty. See EIDDA.			
	DENBIGH.			
618	ABENBURY, U.D. - - Bd. 4	43	27	††40 5 6
620	ABERGELE:			
	Abergele - - - N. 2	*437	302	267 14 0
	Towyn - - - N. 2	161	70	‡86 2 0
618	ACTON, Park - - - N. 3	122	84	63 13 6

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	Denbigh—*cont.*			
618	ALLINGTON:			
	Lavister - - - Ch. 3	56	45	37 2 6
618	BERSHAM, U.D.:			
	Bersham Village - Bd. 10	*230	193	161 12 0
	Penygelli - - - Bd. 10	*796	641	500 4 0
620	BETTWS-YN-RHOS:			
	Bettws-in-Rhos - - N. 8	*99	60	49 11 0
	Trofarth - - - N. 6	90	34	†144 15 0
	Blaenau Llangerniew. See LLANGERNIEW.			
618	BROUGHTON:			
	Bryntegg - - - Bd. 11	480	378	317 4 0
	Pentre - - - - Bd. 11	*520	454	386 15 6
618	BRYMBO:			
	Bwich Gwyn - - Bd. 10	282	216	172 12 0
	Brymbo - - - Ch. 8	503	335	202 10 0
	Vron - - - - Bd. 11	53	175	166 14 6
622	BRYNEGLWYS - - N. 6	97	41	†52 15 6
618	BURTON:			
	Burton (Gresford) - N. 3	*92	43	34 3 6
	Rossett - - - N. 3	179	150	126 14 6
	Bylchau. See HENLLAN.			
	Cefn Meriadog. See ST. ASAPH.			
622	CERRIG-Y-DRUIDION:			
	Cerrig-y-druidion - N. 6	85	53	43 4 6
	Cerrig-y-druidion, Infants - - - N. 6	*78	35	20 15 6
	Tynyfelin - - - Bd. 6	74	64	‡†72 12 0
352	CHIRK:			
	Chirk - - - - B. 3	153	106	106 0 0
	Chirk - - - - N. 3	*169	151	132 2 6
	Pentre - - - - N. 3	142	140	111 8 0
619	CLOCAENOG - - - Bd. 4	116	33	††42 0 6
620	DENBIGH (BOROUGH):			
	Denbigh - - - N. 4	*408	235	203 18 0
	Denbigh - - - B. 4	83	32	29 11 0
	Fron Goch, Infants - Bd. 4	246	143	125 2 6
	Henllan - - - Bd. 4	185	93	83 8 0
	Love Lane - - - Bd. 4	*305	294	270 1 6
619	DERWEN - - - N. 7	*112	65	47 12 6
	Eglwysegg. See LLANGOLLEN.			
621	EGLWYSFACH - - N. 7	*168	105	71 15 0
618	ERBISTOCK - - - P. 7	57	39	‡41 3 6
618	EYTON - - - - N. 4	93	74	64 1 0
622	GLYN-TRAIAN:			
	Pontfadog - - - N. 8	146	80	62 19 0
618	GRESFORD - - - N. 3	*325	176	163 1 0
618	GWERSYLLT:			
	Cross Street, Infants - N. 3	155	37	25 18 6
	Gwersyllt - - - N. 3	*354	285	245 16 6
	Rhosrobin - - - N. 10	190	98	78 15 0
621	GWYTHERIN - - - Bd. 8	*140	33	× 153 0 6
619	GYFFYLLIOG - - - Bd. 6	*168	80	†70 3 0
620	HENLLAN, E.M.:			
	Bylchau - - - N. 6	72	33	††37 17 0
	Rhydgaled - - - Bd. 4	46	33	††43 4 0
	Trefnant, Trinity - N. 4	*95	79	†71 3 10
618	HOLT:			
	Holt, Endowed - - 4	240	120	86 13 0
	Lavister. See ALLINGTON.			
622	LLANARMON - DYFFRYN-CEIRIOG:			
	Llanarmon-Dyffryn-Ceiriog - - - Bd. 8	78	30	†30 2 0
	Llanarmon-Dyffryn-Ceiriog - - - N.	*		
619	LLANARMON-IN-YALE - Bd. 6	208	138	96 18 6
619	LLANBEDR - - - N. 7	*96 {	24	‡39 16 0
			21	9 16 0
621	LLANDDOGET - - N. 7	90	60	†67 3 6
620	LLANDDULAS:			
	Llanddulas, Girls - N. 2	64	30	30 0 0
	Llanddulas - - - N. 2	136	103	88 4 6
619	LLANDEGLA - - - N. 6	131	60	††66 4 6
620	LLANDRILLO AND EIRIAS, U.D. *See also* CARNARVONSHIRE:			
	Colwyn Bay - - Bd. 3	206	214	204 0 3
	Llwydcoed - - - Bd. 3	76	48	× ‡62 4 0
619	LLANDYRNOG - - N. 4	*142	70	61 6 0
620	LLANEFYDD - - - N. 6	170	36	††47 0 0
620	LLANELIAN - - - N. 3	119	40	× 50 0 0
619	LLANELIDAN - - - N. 5	*138	76	56 12 0
619	LLANFAIR-DYFFRYN-CLWYDD, E.M.:			
	Llanfair-dyffryn-Clwydd N. 4	133	80	72 9 0
	Pentrecelyn - - Bd. 4	138	73	60 0 0
620	LLANFAIR TALHAIARN:			
	Llanfair Talhaiarn - Bd. 6	116	51	44 14 0
	Llanfair Talhaiarn - N. 6	*81	34	27 8 0
619	LLANFERRAS - - - N. 4	*138 {	56	49 1 0
			18	8 18 0
616	LLANGEDWYN - - N. 7	191	65	× 65 0 0
621	LLANGERNIEW:			
	Blaenau - - - B. 5	*183	71	††76 15 6
	Llangerniew - - N. 5	130	67	‡74 13 6
622	LLANGOLLEN:			
	Eglwyseg - - - N. 7	96	42	× ‡39 5 0
	Garth - - - - Bd. 11	180	101	88 2 0
	Llangollen - - - Bd. 11	*370 {	220	193 7 6
			30	15 14 0
	Llarg-llen - - - N. 11	*280	190	156 15 0
	Trevor - - - - N. 11	*140	70	70 12 0
	Vron - - - - Bd. 11	*280	140	124 2 6
622	LLANGWM:			
	Dinmael - - - Bd. 7	75	66	††66 4 0

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	Denbigh—*cont.*			£ s. d.
622	Llangwm—*cont.* Llangwm - - - N. 6	68	30	††43 18 0
619	LLANGYNHAFAL - - 5	128	68	54 8 0
619	LLANRHAIADR-IN-KIMMERCH: Llanrhaiadr - - - N. 4	*148	90	76 13 6
	Prion - - - - Ch. 4	120	54	††66 2 0
616	LLANRHAIADR - YN - MOCHNANT, U.D.: Cefn-hir-fach - - Bd. 7	48	23	×‡44 13 6
	Cwmdu - - - Bd. 7	45	19	‡25 4 6
	Llanrhaiadr - - Bd. 7	*176	89	77 11 0
	Llanrhaiadr - - N. 7	*148	41	38 0 0
621	LLANRWST: Capel Garmon - - Bd. 7	118	76	‡69 9 0
	Llanrwst - - - Bd. 7	*273	137	126 19 0
	Llanrwst - - - N. 7	*223	129	117 2 6
	Nebo - - - - Bd. 7	60	43	×46 1 0
	Watling Street, Infants - - - - Bd. 7	181	136	115 12 0
629	LLANSAINTFFRAID: Llansaintffraid Glan Conway - - - N. 3	*216	108	94 12 0
622	LLANSAINTFFRAID GLYN CEIRIOG - - - N. 8	*130	112	79 4 6
620	LLANSANNAN - - N. 5	*211	88	‡79 5 6
352	LLANSILIN, U.D.: Llansilin - - - N. 4	130	68	52 8 0
	Moelfre - - - Bd. 4	73	41	††57 18 0
	Pontricket - - - Bd. 8	66	56	††71 16 0
	Rhiwlas - - - Bd. 4	92	49	††59 4 6
622	LLANTYSILIO - - P. 7	*112	45	††39 3 0
619	LLANYCHAN - - - Ch. 5	*125	40	31 19 0
618	MARCHWIEL - - - N. 7	108	80	75 15 0
618	MINERA - - - - N. 10	*314	169	132 7 0
619	NANTGLYN - - - Bd. 4	*96	60	††69 6 0
	Pentre. See CHIRK.			
621	PENTREVOELAS - - N. 5	111	67	40 17 6
	Penycae. See RUABON.			
	Pontfadog. See GLYNTRAIAN.			
	Prion. See LLANRHAIADR.			
	Rhos-Llanerchrugog. See RUABON.			
	Rhos-y-Medre. See RUABON.			
618	RIDLEY: Isycoed - - - N. 4	9	69	‡70 11 0
	Rossett. See BURTON.			

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	Denbigh—*cont.*			£ s. d.
618	RUABON: Acrefair - - - Bd. 10	427	334	298 5 0
			106	68 8 0
	Cefn - - - - Bd. 11	657	307	279 17 0
			36	24 6 0
	Pen-y-cae - - - N. 3	200	182	133 4 6
			23	10 12 0
	Ponkey - - - Bd. 11	432	304	271 7 0
			16	10 16 0
	Rhos-Llanerchrugog - Bd. 11	*613	478	436 6 0
			55	29 14 0
	Rhos-Llanerchrugog - N. 3	*361	245	214 7 6
			18	10 2 0
	Rhos-y-Medre - - N. 11	278	209	182 17 6
	Ruabon - - - N. 10	*364	191	151 15 0
619	RUTHIN AND LLANFWROG, U.D.: Rhos Street - - - Bd. 4	*484	197	170 0 0
	Ruthin - - - N. 4	299	198	163 6 6
620	ST. ASAPH. *See also* FLINTSHIRE): Cefn Meriadog - - N. 4	62	44	††55 1 0
620	ST. GEORGE (St. Asaph) - - - Ch. 6	147	66	††75 2 0
618	STANSTY Rhossdu - Bd. 11	291	312	272 0 0
	Towyn. See ABERGELE.			
	Trefnant. See HENLLAN.			
	Trefor. See LLANGOLLEN.			
	Trofarth. See BETTWS-IN-RHOS.			
618	WREXHAM (BOROUGH): Wrexham - - - B. 11	*903	650	669 17 0
	Wrexham - - - N. 10	*1,131	725	718 5 6
	Wrexham - - - R. 10	283	195	159 16 6
	FLINT.			
	Bagillt. See HOLYWELL.			
618	BANGOR: Monachorum, Boys - N. 4	67	37	28 13 6
	Monachorum, Girls - N. 4	136	65	54 7 6
	Bistre. See MOLD.			
	Bod Elwyddan. See ST. ASAPH.			
620	BODFARY - - - N. 5	*149	101	83 6 6
353	BRONINGTON - - Ch. 11	132	91	80 1 0
	Brynford. See HOLYWELL.			
	Buckley. See HAWARDEN.			
617	CAERWYS - - - N. 5	160	100	82 12 6
	Carmel. See WHITFORD.			

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	Flint—*cont.*			
617	CILCEN:			
	Cilcen - - - - N. 5	°116	48	‡48 3 0
	Rhydymwyn - - N. 5	133	30	‡42 3 0
620	CWM - - - - - P. 4	61	30	††47 12 0
620	DYSERTH - - - N. 6	165	93	82 9 0
	Ffynnon Groew. See LLANASA.			
617	FLINT (BOROUGH):			
	Flint - - - - N. 1	°597	435	380 12 6
	Flint - - - - R. 1	270	129	107 19 6
	Flint Common, St. Thomas - - - N. 1	137	47	36 5 0
	Pentre - - - N. 1	251	142	132 9 0
	Gorsedd. See WHITFORD.			
	Gronant. See LLANASA.			
617	GWAENYSGOR - - N. 6	60	36	× £58 5 0
	Gwernaffield. See MOLD.			
	Gwernymynydd. See MOLD.			
617	HALKIN:			
	Halkin - - - Ch. 5	241	177	158 12 6
	Rhesycae, Infants - Ch. 6	40	25	‡39 19 6
353	HANMER:			
	Hanmer - - - P. 11	176	134	127 1 0
	Talwyn Green - - N. 11	67	46	‡101 0 0
450	HAWARDEN:			
	Buckley Lane, Endowed, Infants - N. 3	70	66	50 10 0
	Buckley, St. Matthew's N. 3	417	377	329 17 6
	Ewloe Green - - B. 12	104	88	68 0 0
	Hawarden - - - N. 12	522	304	265 1 0
	Mold Junction, London and North Western Railway Company's - - - 3	142	158	172 12 5
	St. Ambrose - - N. 12	113	75	62 18 6
	St. Ethelwold - - N. 12	210	157 13	137 7 6 4 6 0
	St. John's - - - N. 12	°223	113	87 0 0
	St. Mary's - - - Ch. 12	166	83	74 4 0
	St. Winifred - - N. 12	123	61	53 16 6
450	HIGHER KINNERTON - N. 5	°100	60	‡63 14 0
	Higher Wych. See ISCOYD.			
617	HOLYWELL, R.M.:			
	Bagillt - - - Bd. 2	430	293	230 12 0
	Bagillt - - - N. 2	°297	243	211 15 0
	Brynford - - - N. 2	°156	77	63 17 0
	Holywell - - - Bd. 2	394	171	163 1 0
	Holywell - - - N. 2	342	234	204 15 0
	St. Winifred - - R. 2	370	253	213 18 6
	Spring Gardens, Infants - - - Bd. 2	150	96	75 19 0
450	HOPE:			
	Abermorddu - - Bd. 2	271	227	194 3 0
	Hope - - - - N. 2	161	137	111 12 0
	Llanfynydd - - Bd. 2	219	156	142 14 6
	Penyffordd - - Bd. 3	206	93	88 5 0
353	ISCOYD, Higher Wych - Ch. 6	90	81	‡92 17 6

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	Flint—*cont.*			
	Leeswood District. See MOLD.			
	Lime Bank. See WHITFORD.			
	Lixwm. See YSCEIFIOG.			
617	LLANASA:			
	Ffynnon Groew Undenominational - - 7	†96	132	112 4 0
	Gronant - - - B. 2	68	51	46 17 0
	Llanasa - - - N. 2	137	80	67 8 3
	Talacre - - - B. 6	°310	105	86 18 0
620	MELIDEN:			
	Meliden - - - N. 1	°255	97	†93 11 0
	Prestatyn - - - B. 1	144	71	58 12 5
	Prestatyn - - - N. 1	156	96	82 16 0
617	MOLD:			
	Bistre - - - N. 5	°202	123	110 18 6
	Buckley Bistre - Bd. 5	503	288	259 2 6
	Gwernaffield - - N. 5	°218	92	88 13 0
	Gwernymynydd - - N. 4	143	59	47 8 6
	Leeswood - - - Bd. 5	256	152	126 19 0
	Leeswood District - N. 5	°224	114	82 7 0
	Mold - - - - Bd. 1	°622	403	363 15 6
	Mold - - - - N. 1	°495	351	306 2 6
	Pont Bleiddyn - - N. 5	120	110	82 10 6
	St. David - - - R. 1	115	55	52 4 6
	Mold Junction. See HAWARDEN.			
	Mostyn. See WHITFORD.			
617	NANNERCH - - Ch. 5	102	72	††81 10 8
617	NERQUIS - - - N. 5	223	84	‡76 7 8
617	NEWMARKET - - P. 5	106	66	76 1 0
617	NORTHOP:			
	Custom House Lane - Bd. 12	286	227	207 13 6
	Northop Hall - - Bd. 12	197	133	118 10 0
	Northop - - - N. 5	183	94	89 0 0
	Rhesesmoor - - N. 5	°200	88	77 5 0
	Wepre, St. Mark's - N. 12	°282	251	223 3 6
353	OVERTON - - - N. 11	238	168	124 7 6
	Pantasaph. See WHITFORD.			
356	PENLEY - - - N. 11	150	93	79 6 0
	Pentre. See FLINT (BOROUGH).			
	Pont Bleiddyn. See MOLD.			
	Prestatyn. See MELIDEN.			
	Rhesycae. See HALKIN.			
	Rhewl Mostyn. See WHITFORD.			
	Rhosesmoor. See NORTHOP.			
	Rhuallt. See TREMEIRCHION.			
620	RHUDDLAN:			
	Rhuddlan, Boys - - N. 1	°176	85	70 2 6
	Rhuddlan, Girls - - P. 1	113	86	75 5 0
	Rhyl, Christchurch - B. 2	306	307	304 17 0

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	Flint—*cont.*			
620	Rhuddlan—*cont.*			
	Rhyl, Emmanuel - - 2	*267	103	95 8 6
	Rhyl - - - - N. 2	538	234	216 0 6
	Rhyl, St. Mary's - - R. 3	101	22	17 13 0
	Rhyl, Vale Road - - N. 2	190	101	81 15 6
	Rhyl, Wellington Road N. 2	127	62	42 14 0
	Rhydymwyn. See CILCEN.			
620	ST. ASAPH. See also DENBIGHSHIRE:			
	Bod Elwyddan - - N. 2	131	57	†61 6 6
	St. Asaph, Boys - - N. 1	*158	67	62 6 0
	St. Asaph, Girls - - N. 1	157	58	50 15 0
	St. Asaph, Infants - N. 1	153	78	66 6 0
	St. Winifride's - - R. 1	54	21	17 14 6
450	SALTNEY:			
	Saltney - - - R. 4	217	137	105 17 6
	Saltney Wood Memorial N. 3	364	211	184 12 6
	Talacre. See LLANASA.			
	Talwyn Green. See HANMER.			
618	THREAPWOOD - - N. 4	154	54	††68 6 0
	TREMEIRCHION:			
616	Rhuallt - - - B, 2	96	52	×†72 2 0
620	Tremeirchion - - N. 2	97	52	††68 0 0
	TREUDDYN:			
618	Treuddyn - - - N. 5	*260	188	164 10 0
450	Tryddyn - - - Bd. 5	137	57	47 7 0
	Wepre. See NORTHOP.			
617	WHITFORD:			
	Carmel - - - - B. 5	177	48	39 9 0
	Gorsedd - - - N. 1	*82	23	18 17 0
	Lime Bank - - - R. 4	180	66	51 4 6
	Mostyn - - - N. 12	*274	132	111 6 6
	Pantasaph - - - R. 4	353	180	175 2 6
	Rhewel Mostyn, Lady A. Mostyn - - B. 12	147	104	89 5 0
	Whitford - - - N. 12	185	86	62 1 0
618	WORTHENBURY - - N. 4	*94	54	‡64 0 0
617	YSCEIFIOG:			
	Lixwm - - - - B, 5	*162	65	47 13 6
	Ysceifiog - - - N. 5	*258	64	50 10 6
	GLAMORGAN.			
	Aberaman. See ABERDARE.			
590	ABERAVON (BOROUGH):			
	Aberavon - - - N. 11	*671	388	198 0 10
	Aberavon - - - R. 11	287	124	56 14 0
	Aberavon, Unsectarian 11	600	535	351 1 11
	Abercanaid. See MERTHYR TYDFIL.			
	ABERDARE:			
585	Aberaman - - Bd. 2	*659	576	126 0 0 *a*17 3 6
588	Aberdare Town - Bd. 1	790	545	436 8 0
	Aberdare Town - - N. 2	*772	687	601 2 6
	Abernant - - - Bd. 1	286	246	200 8 6
	Blaengwawr - - Bd. 1	669	619	515 5 0

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	Glamorgan—*cont.*			
588	Aberdare—*cont.*			
	Capcoch - - - Bd. 1	286	257	217 9 0
	Cwmaman - - - Bd. 12	*637	424	364 16 6
	Cwmbach - - - Bd. 1	418	272	237 3 6
	Cwmbach - - - N. 1	*240	225	180 17 6
	Cwmdare - - - Bd. 1	240	161	148 5 6
	Cwmpennar - - Bd. 12	170	91	75 7 6
	Duffryn - - - B 1. 12	*1,190	722	615 17 3
	‖Higher Grade - - Bd. 1	140	94	112 16 6
	Hirwain - - - Bd. 1	575	469	489 8 2
	Llwycoed - - - Bd. 1	271	135	120 10 6
	Park - - - - Bd. 1	*835	711	622 2 6
	Pen-y-waen - - Bd. 4	101	51	49 7 6
	Robertstown - - Bd. 1	154	144	124 3 0
586	St. Fagan's - - - N. 1	*434	314	257 16 6
588	St. Margaret Convent R. 1	204	56	57 5 0
	Aberdulais. See BLAENRHONDDAN, E. M.			
586	BARRY, U.D.:			
	Barry Dock - - Bd. 10	648	490	384 13 0
	Cadoxton-juxta-Barry Bd. 10	833	576	547 2 6
	Cadoxton, Merthyr Dovan - - - N.	*		
	Holton Road - - Bd. 10	1,358	821	664 17 6
589	BETTWS:			
	Bettws - - - - N. 4	*142	90	‡87 14 0
	Ponty Rhyl - - - Bd. 5	152	142	118 0 0
593	BISHOPSTON - - - N. 7	122	62	45 19 0
	Blackpill. See OYSTERMOUTH.			
590	BLAENGWRACH - - - N. 9	165	73	62 3 1
590	BLAENRHONDDAN, E. M.:			
	Aberdulais - - - B. 10	150	66	†56 4 6
	Bryncoch - - - N. 3	*227	169	168 4 6
	Cadoxton-juxta-Neath N. 2	*335	203	143 4 2
589	BRIDGEND, U.D.:			
	Bridgend - - - Bd. 5	605	483	478 9 6
	Bridgend - - - N. 4	*284	201	178 17 6
	Bridgend, St. Mary's - R. 5	*116	41	34 17 6
590	BRITON FERRY:			
	Briton Ferry - - N. 3	*336	261	228 7 6
	Briton Ferry, Neath Road - - - Bd. 3	488	524	475 12 0
	Giant's Grave - - Bd. 3	*116	94	81 15 0
	Vernon Place - - Bd. 3	121	119	44 14 0
	Bryncethin. See ST. BRIDE'S MINOR.			
	Bryncoch. See BLAENRHONDDAN, E.M.			
	Cadoxton-juxta-Neath. See BLAENRHONDDAN, E.M.			
	Cadoxton, Merthyr Dovan. See BARRY, U.D.			
	Caerphilly. See EGLWYSILAN.			
	Canton. See CARDIFF (BOROUGH).			
586	CARDIFF (BOROUGH):			
	Adamsdown - - Bd. 9	691	693 72	708 9 6 38 0 0
	Albany Road - - Bd. 7	1,235	1,296	1,303 8 0

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	Glamorgan—*cont.*			
586	Cardiff (Borough)—*cont.*			
	Bute Town - - - N. 2	366	265	232 19 0
	Canton - - - N. 2	*526	525	513 1 7
	Canton, St. Mary's - R. 2	282	187	159 19 6
	Cardiff - - - - W. 9	486	251	244 3 0
	Cathays - - - N. 10	*484	460	402 10 0
	Crwys Road - - Bd. 9	1,277	1,248 / 94	1,208 17 0 / 48 16 0
	David Street - - R.	*		
	Eleanor Street - - Bd. 9	530	382 / 23	374 10 6 / 13 12 6
	Grangetown - - Bd. 1	1,044	1,023 / 74	771 7 10 / 34 16 0
	Grangetown - - N. 1	*295	282	273 16 1
	Grangetown, sst. Patrick's - - - R. 2	345	301	246 12 6
	Higher Grade - - Bd. 12	1,024	550	670 4 0
	Moorland Road - - Bd. 6	1,226	531	526 4 6
	Radnor Road - - Bd. 9	1,149	1,060	1,060 2 0
	Roath, Croft Street, Infants - - - N. 10	214	213	181 1 0
	Roath, East Moor, Infants - - - N. 3	175	128	104 11 0
	Roath, Metal Street - Ch. 10	*729	698	610 15 0
	St. Alban's, Infants - R. 3	140	91	65 19 6
	St. David - - - R. 10	*894	588	514 10 0
	St. John's - - - N. 3	*811	297	284 11 0
	St. Mary's - - - N. 3	*594	290	256 6 0
	St. Mary's Mission - N. 1	202	158	129 9 0
	St. Peter's - - - R. 2	694	424	371 0 0
	Severn Road - - Bd. 9	1,197	1,166 / 88	1,179 10 6 / 41 12 0
	South Church Street - Bd. 2	571	313	304 9 0
	Spotlands - - - Bd. 9	1,147	1,164 / 60	1,159 5 0 / 33 6 0
	Stacey Road - - Bd. 7	1,015	926 / 58	922 17 0 / 41 0 0
	Temperance Town - N. 3	173	139	116 3 0
	Treclewarville - - N. 2	*624	553	494 0 11
	Tyndall Street - - R. 2	534	248	206 4 0
	Wood Street - - Bd. 9	1,067	836	935 9 0
	Cathays. See CARDIFF (BOROUGH).			
593	CHERITON, Llanmadoc N. 7	*114	63	††70 6 6
	Clydach. See RHYNDWYCLYDACH.			
589	COLWINSTON - - Ch. 4	82	40	×‡‡30 0 0
589	COWBRIDGE, U.D.:			
	Cowbridge and Llanblethian - - - N.	*		
	District - - - Bd. 4	408	239	221 13 6
	Maundy - - - Bd. 4	106	62	54 11 0
589	CWMDU:			
	Maesteg, Bethania Street - - - R. 5	162	60	41 16 8
	Maesteg, Garth Branch R. 4	423	250	213 6 0
	Maesteg - - - R. 4	543	308	272 0 6
	Maesteg, Llynvi Iron Works - - - B. 4	624	271	246 4 0
	Maesteg, Merthyr Colliery - - - - B. 5	304	243	208 11 6
	Cynwent. See UPPER DYLAIS.			

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	Glamorgan—*cont.*			
	Cwm Avon. See MARGAM AND LOWER MICHAELSTONE.			
	Cwmbach. See ABERDARE.			
	Dinas Powis. See ST. ANDREW.			
	Dowlais. See MERTHYR TYDFIL.			
590	DYFFRYN CLYDACH:			
	Lombs - - - N. 2	236	143	91 7 6
	North Abbey - - B. 2	*241	131	95 10 0
	Skewen, Boys and Girls - - - - N. 2	*661	542	394 9 7
587	EGLWYSILAN:			
	Ance Mill - - - Bd. 5	192	84	78 15 0
	Caerphilly - - - Bd. 6	334	297	274 1 6
	Caerphilly - - - N. 5	*196	115	101 15 0
	Cilfynydd - - - Bd. 3	634	488	417 14 0
	Cwrdpennmaen - - Bd. 5	*662	649	606 4 0
	Glyntaff - - - N. 6	*223	183	157 14 0
	Hawthorn - - - Bd. 5	230	211	199 7 6
	Nantgarw - - - N.	*		
	Pontshonorton - - Bd. 3	224	86	65 0 0
	Taff's Well - - - Bd. 5	526	330	320 11 6
	Walnut Tree Bridge - N.	*		
589	EWENNY - - - Ch. 5	140	40	†‡38 4 0
	Gellifaelog. See MERTHYR TYDFIL.			
588	GELLYGAER:			
	Bargoed Joint - - Bd. 11	320	212	205 14 0
	Bedlinog - - - Bd. 11	304	251	219 13 0
	Brithdir - - - Bd. 11	98	90	81 16 6
	Cwm-ys-gwyddgwyn - N.	*		
	Deri - - - - Bd. 11	246	173	163 1 6
	Fochrhiw - - - Bd. 11	253	149 / 20	129 6 0 / 17 12 0
	Fochrhiw - - - N.	*		
	Hengoed - - - Bd. 11	126	108	105 10 6
	Newtown - - - Bd. 11	105	105	98 17 0
	Pantywaun - - - Bd. 11	102	53	56 7 6
	Penybank - - - Bd. 11	75	43	36 11 0
	Pontlottyn - - - Bd. 11	*406	366	333 5 0
	Pontlottyn, Girls, Advanced - - - Bd. 11	110	53	64 16 0
	Pontlottyn - - - R. 4	145	86	105 18 3
	Tir Phil - - - Bd. 11	261	229	213 10 0
	Trelewis - - - Bd. 11	226	150	114 9 0
	Troedyrhiwfuwch - Bd. 11	151	89	86 11 6
	Village - - - - Bd. 11	226	96	86 7 0
590	GLYNCORRWG:			
	Aberpwynfi - - - Bd. *d*	286	—	—
	Cymmer - - - Bd. *d*	180	—	—
	Glyncorrwg - - - Bd. *d*	400	—	—
	Glyntaff. See EGLWYSILAN.			
	Graigberthtwyd. See LLANFABON.			
	Grange Town. See CARDIFF (BOROUGH).			
	Hafod. See SWANSEA, U.D.			

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	Glamorgan—*cont.*			
589	HIGHER COYCHURCH - Bd. 5	66	58	†54 15 0
			7	5 0 0
589	HIGHER COYTY - - Bd. 4	95	33	27 10 0
589	HIGHER LLANGONOYD:			
	Maesteg, Coegnant Branch - - - 5	162	158	119 18 0
	Maesteg, Spelter Works - - - B. 5	312	257	233 10 0
593	HIGHER LLANRHIDIAN:			
	Penclawdd - - - Bd. 3	378	306	265 15 6
	Penclawdd - - - N.	*		
	Three Crosses - - Bd. 3	146	143	105 7 5
592	HIGHER LLANSAMLET, E.M.:			
	Birchgrove - - - Bd. 11	257	246	175 18 8
	Glais - - - - Bd. *d*	330	—	—
	Higher Llansamlet - Bd. *d*	213	—	—
	Llansamlet - - - N. 11	402	250	236 19 7
	Peniel Green - - Bd. 11	456	310	326 16 0
589	HIGHER NEWCASTLE:			
	Tondû Iron Works - B. 4	826	534	533 5 6
	Tondû St. Roberts - R. 5	173	136	119 0 0
	Killay. See SWANSEA, HIGHER AND LOWER.			
591	KILLYBEBILL:			
	Killybebill - - - Bd. 10	542	276	227 9 5
	Killybebill, Evening -	—	20	8 12 0
	Kilvey. See SWANSEA, U.D.			
589	LALESTON - - - - N. 4	90	75	76 17 6
589	LISWORNEY - - - Ch. 4	55	29	×‡48 8 6
	Llanbradach. See LLANFABON.			
586	LLANCARVAN, U.D. - Bd. 4	121	70	‡73 8 0
586	LLANDAFF:			
	Llandaff - - - N. 3	*362	270	241 9 0
	Llandaff Yard - - N. 3	185	133	111 9 6
	Maendu - - - Ch. 3	198	138	117 13 0
592	LLANDILO TALYBONT:			
	Llandilo Talybont - N. 3	171	121	123 9 6
	Penrheol - - - Bd. 3	115	135	158 14 8
	Pontardulais - - Bd. 3	380	389	451 14 8
586	LLANDOUGH - JUXTA - PENARTH AND COGAN, U.D.:			
	Llandough - - - Ch. 3	233	63	54 10 0
	Pill Street - - - Bd. 5	542	350	309 16 0
589	LLANDOUGH:			
	Llandough and St. Mary - - - Ch. 4	42	36	×‡61 0 0
589	LLANDOW - - - N. 4	29	21	×‡42 14 6
589	LLANDYFODWG:			
	Craigrhiwglyn - - Bd. 5	251	187	153 3 0
	Gilfach Goch - - Bd. 5	216	121	117 12 0
			46	19 8 0
	Glynogwr - - - Bd. 5	96	54	41 12 0
	Nantymoel - - - Bd. 5	438	426	409 10 6
586	LLANEDARNE - - N. 3	81	34	††51 10 0
	Glamorgan—*cont.*			
587	LLANFABON:			
	Graigberthlwyd - - N. 5	*150	86	66 15 0
	Llanbradach - - N. 4	168	71	46 1 0
	Llanfabon - - - N. 6	*345	265	193 1 0
589	LLANGAN AND ST. MARY HILL, U.D.:			
	St. Mary Hill - - Bd. 4	72	44	32 15 0
589	LLANGEINOR:			
	Blaengarw - - - Bd. 5	681	394	323 14 0
	Ffaldau - - - Bd. 5	495	453	404 13 0
	Nantymoel - - - Bd. 5	247	173	171 6 0
			44	28 8 0
	Tynewydd - - - Bd. 5	555	299	271 12 3
			73	33 6 0
591	LLANGWICK:			
	Cwmllynfel - - Bd. 10	213	187	175 6 0
	Godregraig - - Bd. 10	118	45	33 15 0
	Gwaen-cae-gerwen - Bd. *d*	302	—	—
	Gwaen - cae - gerwen, Evening - - -	—	53	30 6 0
	Gwrhyd - - - Bd. *d*	59	—	—
	Pontardawe - - Bd. 10	*513	342	174 11 3
	Rhydyfro - - - Bd. *d*	130	—	—
	Ystalyfera - - - Bd. 10	347	261	228 7 6
	Ystalyfera Wern - Bd. 10	564	367	187 6 6
	Llangyfelach. See SWANSEA, U.D.			
	Llangynwyd. See MIDDLE LLANGONOYD.			
589	LLANHARAN, U.D.:			
	Llanharan - - - Bd. 4	235	111	97 19 0
586	LLANILLTERNE - - Ch. 10	34	26	×35 16 0
586	LLANISHEN:			
	Llanishen and Lisvane - - - - N. 3	121	91	73 4 0
589	LLANMAES - - - P. 4	67	16	×‡37 12 0
589	LLANSANNOR:			
	Llansannor and Llanharry - - - - N. 4	86	57	‡‡71 1 6
587	LLANTRISANT:			
	Beddau - - - Bd. 6	150	86	80 15 0
	Cymmer - - - Bd. 6	*699	527	502 4 0
	Dinas - - - - Bd. 6	*195	171	169 0 6
	Dinas, Girls and Infants - - - Bd. 6	358	189	164 4 6
	Gilfach Goch - - Bd. 6	265	218	171 10 0
	Llantrisant - - - N. 6	*372	279	234 7 6
	Llantrisant Station - N. 6	199	232	203 0 0
	Miskin Village - - Bd. 6	265	184	182 0 0
	Penrhiwfer, Infants - Bd. 6	126	50	42 10 0
	Tonyrefail - - - Bd. 6	350	320	282 0 0
			33	16 4 0
	Williamstown - - Bd. 6	481	411	333 16 6
586	LLANTRITHYD - - N. 4	82	38	×‡63 0 0
589	LLANTWIT MAJOR - Bd. 4	234	155	124 2 0
587	LLANTWIT FARDRE:			
	Graig - - - - Bd. 5	1,007	594	550 6 0
	Llantwit Vairdre - Bd. 5	378	202	203 4 0
	Treforest - - - Bd. 5	563	418	379 10 0
	Treforest, St. Michael's - - - R. 5	340	190	163 12 6

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	Glamorgan—*cont.*			
587 & 588	LLANWONNO:			
	Aberdulais - - Bd. 6	300	245	228 8 0
	Blaendulais, Infants Bd. 6	155	147	125 19 0
	Hafod - - - - Bd. 6	941	559	492 16 6
	Hopkins Town, Infants - - - - Bd. 6	200	101	86 17 0
	Llanwonno - - - N. 6	*160	135	116 1 0
	Miskin - - - - Bd. 12	565	517	496 6 6
	Mountain Ash, Our Lady's - - - R. 2	183	89	79 1 6
	Navigation - - - Bd. 6	322	141	134 17 6
	Newtown - - - Bd. 12	277	222	181 0 6
	Penrhiwceiber - - Bd. 12	480	493	451 7 6
	Pentypridd, Mill Street - - - Bd. 6	691	679	600 11 6
	Porth, Boys - - - Bd. 6	310	250	265 4 0
	Porth, Girls and Infants - - - - Bd. 6	583	502	477 14 0
	Trerobart - - - Bd. 12	495	482	437 9 0
	Ynysybwl - - - Bd. 6	*151	102	93 17 0
	Llwynypia. See YSTRADYFODWG.			
	Lonlas. See DYFFRYN CLYDACH.			
594	LOUGHOR (BOROUGH):			
	Loughor - - - Bd. 11	104	95	67 9 6
	Loughor - - - P. 11	*245	253	204 7 6
594	LOUGHOR (PARISH):			
	Gowerton - - - Bd. 12	310	296	257 4 6
590	LOWER BAGLAN - - N. 11	136	56	†‡57 12 0
586	LOWER COYCHURCH - Bd. 5	*69	36	‡37 0 0
593	LOWER LLANRHIDIAN N. 7	92	56	†54 9 0
590	LOWER LLANTWIT:			
	Melyncryddan - - N. 3	773	681	927 18 0
	Tonna - - - - N. 10	221	182	159 5 0
590	LOWER MICHAELSTONE:			
	Cwm Avon Works - N. 11	1,057	655	331 9 1
	Tymaen (Cwm Avon), Infants - - - N. 11	252	120	52 15 0
	Machen. See MONMOUTHSHIRE.			
	Maesteg. See CWMDÛ AND HIGHER LLANGONOYD.			
589	MARCROSS - - - N. 5	*54	42	×‡59 18 0
590	MARGAM:			
	Bryn - - - - Bd. *d*	86	—	—
	Cwm Avon, Oakwood Works - - - N. 11	349	127	130 4 0
	Groes - - - - Ch. 11	163	78	79 19 0
	Margam, Copper Works - - - 11	704	538	274 12 1
	Margam, Tin Works - 11	168	151	77 1 9
591	MAWR:			
	Garnswllt - - - Bd. 11	41	40	×45 2 0
	Penclyn - - - Bd. 11	112	99	×96 12 6
	Velindre - - - Bd. 11	118	42	†‡59 14 0
	Melyncryddan. See LOWER LLANTWIT.			

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	Glamorgan—*cont.*			
589	MERTHYR MAWR - 5	44	26	×‡49 17 0
588	MERTHYR TYDFIL:			
	Abercanaid - - - Bd. 2	337	327	320 3 6
	Abercanaid - - - N.	*		
	Aberfan - - - Bd. 2	83	90	57 5 0
	Abermorlais - - Bd. 2	*1,062	868	869 16 6
	Caedraw, Advanced - Bd. 2	285	111	145 3 6
	Caedraw, Infants - Bd. 2	320	251	219 7 0
	Clydyfagwyr - - Bd. 2	135	88	87 7 6
	Dowlais - - - Bd. 3	2,239	1,434 291	1,422 6 6 93 18 0
	Dowlais Pant - - Bd. 3	130	85	85 15 0
	Dowlais - - - R. 3	*805	470	388 16 6
	Gellifaelog - - - Bd. 3	646	407	356 11 0
	Georgetown - - Bd. 2	*754	589	582 4 0
	Merthyr Tydfil - - R. 3	601	340	259 17 0
	Merthyr Vale - - Bd. 2	638	412	422 1 0
	Pengarrndu - - Bd. 3	100	52	41 0 0
	Pentrebach - - - N. 3	583	216	189 3 0
	Pen-y-darren - - Bd. 2	854	524	517 4 6
	Penyrheolgerig - - Bd. 2	256	171	171 3 6
	St. David's - - - N. 3	*710	414	372 15 0
	Treharris - - - Bd. 2	796	635	574 7 0
	Troedyrhiw - - Bd. 2	784	525	509 4 0
	Twynyrhodyn - - Bd. 2	737	409	506 0 0
589	MIDDLE LLANGONOYD:			
	Llangynwyd - - N. 5	77	33	28 1 6
	Ponthrydycyff - - N. 5	113	33	4 16 6
	Mountain Ash. See LLANWONNO.			
	Mumbles. See OYSTERMOUTH.			
	Nantgarw. See EGLWYSILAN.			
	Neath Abbey. See DYFFRYN CLYDACH.			
590	NEATH (BOROUGH):			
	Alderman Davies' Charity - - - 2	*1,158	653	666 12 1
	St. Joseph's - - R. 2	184	144	109 14 6
	School Society's - - R. 2	*561	584	597 3 9
	Newton. See OYSTERMOUTH.			
580	NEWTON NOTTAGE:			
	Newton Nottage - N. 4	197	46	43 8 0
	Porthcawl - - - N. 4	213	169	170 14 6
603	OXWICH, PENRICE, AND PORT EYNON, U.D.:			
	Oxwich - - - B. 7	70	45	†‡33 1 0
	Port Eynon - - - N. 7	80	40	†‡30 18 0
593	OYSTERMOUTH:			
	Blackpill - - - N. 12	96	88	46 10 9
	Mumbles - - - R.	*		
	Newton - - - N. 12	78	58	40 14 6
	Oystermouth - - Bd. 12	366	241	224 13 11
	Oystermouth - - N. 12	167	151	145 0 0
586	PENARTH:			
	Penarth - - - Bd. 5	1,066	218	894 3 9
	Penarth - - - N. 5	*234	210	220 5 4
	St. Joseph's - - R. 5	126	126	119 5 9

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	Glamorgan—*cont.*			£ s. d.
	Penclawdd. See HIGHER LLANRHIDIAN.			
589	PENCOED - - - Bd. 4	196	111	95 3 6
586	PENDOYLAN - - - N. 4	100	48	†‡65 9 0
	Pengarnddu. See MERTHYR TYDFIL.			
589	PENLLYNE - - - Bd. 4	74	40	†‡55 0 0
593	PENMAEN - - - N. 7	86	28	×40 18 0
586	PENMARK - - - N. 10	*99	40	†‡58 16 2
593	PENNARD, Park Mill - 7	113	52	47 17 0
	Penrhiwfer. See LLANTRISANT.			
	Pentrebach. See MERTHYR TYDFIL.			
	Pentrechwyth. See SWANSEA, U.D.			
593	PENTYRCH:			
	Pentyrch Village - Bd. 4	*270	123	105 18 0
	Pentyrch Works - Bd. 4	332	166	159 18 0
593	PETERSTONE-SUPER-ELY N. 10	68	34	†‡51 11 0
	Pontlottyn. See GELLIGAER.			
	Ponthrydycuff. See MIDDLE LLANGONOYD.			
	Port Eynon. See OXWICH, U.D.			
	Porthcawl. See NEWTON NOTTAGE.			
586	PORTHKERRY - - N. 10	78	29	×‡47 5 0
589	PYLE, KENFIGG, AND UPPER TYTHEGSTON, U.D.:			
	Bryndu Colliery - - N. 4	348	274	239 15 0
	South Cornely - - Bd. 5	185	76	69 19 0
586	RADYR - - - - Bd. 10	135	74	‡72 15 0
590	RESOLVEN - - - - 11	327	295	258 2 6
593	REYNOLDSTON, U.D. - Bd. 7	123	80	†‡104 1 0
588	RHIGOS - - - - Bd. 4	90	37	‡50 8 7
593	RHOSCILLY - - - Bd. 7	76	50	×54 18 0
591	RHYNDWY CLYDACH:			
	Clydach - - - Bd. 10	*684	424	403 0 0
	Clydach, Evening -	—	25	14 18 0
	Craig-cefn-y-parc - Bd. 10	113	90	83 0 0
	Craig-cefn-y-parc, Evening - - -	—	22	10 10 0
	Craig-rebanws - - Bd. 10	269	150	145 0 6
	Roath. See CARDIFF (BOROUGH).			
586	RUDRY - - - - N. 4	*67	47	‡48 17 0

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	Glamorgan—*cont.*			£ s. d.
586	ST. ANDREW:			
	Dinas Powis - - N. 4	187	168	146 13 0
			35	15 12 0
589	ST. ATHAN, District - Ch. 4	131	78	‡78 3 0
589	ST. BRIDE'S MAJOR - N. 4	*166	56	‡67 8 0
589	ST. BRIDE MINOR:			
	Bryncethin - - N. 5	*178	172	113 13 2
	St. Fagan's. See ABERDARE.			
586	ST. FAGAN'S CASTLE - N. 4	143	107	‡102 4 6
586	ST. GEORGE AND ST. BRIDE-SUPER-ELY, U.D.:			
	St. George and St. Bride - - - Bd. 4	75	39	†‡52 14 8
586	ST. HILARY - - - Ch. 4	57	24	×‡49 11 0
586	ST. NICHOLAS - - Ch. 4	103	50	†‡80 9 6
	Skatty. See SWANSEA, HIGHER AND LOWER.			
	Skewen. See DYFFRYN CLYDACH.			
586	SULLY - - - - - N. 10	44	32	×‡51 11 0
592	SWANSEA, HIGHER AND LOWER, E.M.:			
	Dunvant - - - Bd. 2	202	162	154 9 0
	Killay - - - - Ch. 2	66	40	31 7 0
	Sketty, St. Paul's - N. 2	267	165	136 6 6
	Waunarlwydd - - Bd. 2	412	350	230 6 11
592	SWANSEA, U.D.:			
	Aberdyberthi Street - Bd. 6	244	213	203 18 0
	Bethany Branch - B. 12	174	111	58 4 8
	Brynhyfryd - - - Bd. 6	1,167	1,121	1,112 19 2
			24	12 14 0
	Cadle - - - - Bd. 6	252	193	179 4 0
	Christ Church, Infants - - - - N. 12	280	173	141 11 3
	Cwm - - - - Bd. 7	778	443	429 1 6
			32	20 6 0
	Cwmburla - - - Bd. 7	587	656	631 18 0
	Danygraig - - - Bd. 6	918	568	582 5 6
	Danygraig - - - - B. 2	196	124	105 2 6
	Dyfatty - - - Bd. 6	871	818	817 8 6
	Girls (Queen Street) - B.	*		
	Hafod Copper Works - B. 1	1,039	860	712 18 4
	Kilvey Copper Works - B. 2	842	670	535 11 0
			27	20 4 0
	Llangyfelach - - Bd. 7	154	132	131 16 0
	Llangyfelach - - N.	*		
	Morriston - - - Bd. 7	*1,275	878	846 1 6
	Morriston Graig - - Bd. 7	332	274	235 18 0
	Morriston Pentrepoth Bd. 7	1,056	1,034	1,042 8 6
			28	12 16 0
	Penllergare - - - Bd. 7	122	109	100 5 0
	Plasmarl - - - Bd. 7	589	849	831 1 0
	Rutland Street - - Bd. 6	*751	620	631 3 0
	Rutland Street, Evening - - - - B.	—	84	53 18 0
	St. David's - - - B. 2	*364	191	139 5 5
	St. Helen's - - - Bd. 6	1,049	994	1,002 1 6
	St. Joseph's, Greenhill B. 1	979	758	497 3 9
	St. Peter's - - - N. 1	*444	337	294 17 6
	St. Thomas, Infants - N. 2	253	238	178 10 0
	Swansea Higher Grade - - - N. 2	*1,414	1,320	1,462 3 8

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	Glamorgan—*cont.*			
592	Swansea, U.D.—*cont.*			
	Swansea - - P. 1	*481	352	308 16 3
	Terrace Road - - Bd. 6	579	515	524 13 6
	Tirdeunau - - - Bd. 6	492	346	340 12 6
			18	9 8 0
	Trinity Place, Higher Grade - - - Bd. 7	441	330	409 2 6
			41	23 8 0
	Waun Wen - - - Bd. 7	675	651	657 5 0
			17	12 12 0
	Ynystawe - - - Bd. 7	450	240	241 12 6
	York Place - - - 12	328	219	223 11 3
	Tondû. See HIGHER NEW CASTLE.			
	Tonna. See LOWER LLANTWIT.			
	Tonypandy. See YSTRADYFODWG.			
	Tredegarville. See CARDIFF (BOROUGH).			
	Treforest. See LLANTWIT VAIRDRE.			
	Treorky. See YSTRADYFODWG.			
	Tymaen. See LOWER MICHAELSTONE.			
590	UPPER DYLAIS:			
	Crynant - - - N. 10	*125	83	†167 7 6
	Seven Sisters - - Bd. 10	151	131	78 18 4
580	UPPER NEATH:			
	Higher Neath - - N. *d*	*173	—	—
	Upper Neath - - Bd. *d*	181	—	—
	Walnut Tree Bridge. See EGLWYSILAN.			
586	WENVOE - - - - N. 4	96	41	†255 16 0
586	WHITCHURCH:			
	Tongwynlais - - Bd. 10	109	108	86 15 0
	Whitchurch - - Bd. 10	*429	367	334 15 6
589	WICK:			
	Wick and Monknash - N. 5	*101	64	77 6 8
587	YSTRADYFODWG:			
	Blaenrhondda - - Bd. 7	308	213	198 16 0
	Bodrynallt - - Bd. 7	680	654	572 5 0
	Cwmclydach - - Bd. 7	821	612	582 2 0
	Dunraven - - - Bd. 7	522	403	378 5 0
	Ferndale - - - Bd. 5	1,097	1,050	765 12 6
	Fernvale, Higher Grade - - - Bd. 5	131	97	86 5 8
	Llwynypia - - - Bd. 3	*814	822	812 9 0
	Maerdy - - - Bd. 5	695	445	359 3 0
	Park - - - - Bd. 3	352	358	341 16 0
	Pentre - - - - Bd. 7	537	655	661 12 0
	Penygraig - - - Bd. 7	750	500	486 12 6
			39	21 10 0
	Ton - - - - Bd. 7	889	964	843 10 0
	Tonypandy - - - N.	*		
	Tonypandy - - - R. 3	130	53	39 1 6
	Treasaw - - - Bd. 7	681	597	540 14 4
	Trehebert - - - Bd. 3	539	536	505 2 6
	Trehebert - - - N.	*		
	Treorky - - - Bd. 7	632	640	606 2 6
	Treorky - - - N.	*		

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	Glamorgan—*cont.*			
587	Ystradyfodwg—*cont.*			
	Tylorstown - - - Bd. 5	810	583	485 19 1
	Ynyshir - - - Bd. 5	511	446	353 9 6
			39	17 16 0
	Ynyswen - - - Bd. 7	664	485	449 5 0
	Ystrad, Higher Grade Bd. 7	296	231	283 8 6
	Ystrad Rhondda, Infants - - - - Bd. 7	160	123	106 11 2
	MERIONETH.			
	Aberangell. See MALLWYD.			
	Aberdovey. See TOWYN AND PENNAL, U.D.			
	Arthog. See LLANGELYNIN.			
	Bala. See LLANYCIL.			
	Barmouth. See LLANABER.			
	Beddgelert. See CARNARVONSHIRE.			
622	BEDDWS - GWERFILGOCH - - - - P. 7	79	29	†31 12 6
	Brynceadifor. See DOLGELLY.			
	Carrog. See LLANSAINTFFRAID.			
	Corris. See TALYLLYN.			
622	CORWEN:			
	Corwen - - - - R. 7	*196	144	111 15 0
	Corwen - - - - N. 7	*207	97	78 3 0
	Glyndyfrydwy - - R. 7	*101	61	54 14 6
	Glyndyfrydwy - - N. 7	80	45	26 2 6
	Plasadu, St. David's - Ch. 7	60	30	35 0 0
	Cynwyd. See LLANDAR.			
624	DOLGELLY:			
	Brithdir - - - Bd. 6	123	34	†34 9 0
	Brynycwdifor, St. Paul N. 6	72	32	†34 14 6
	Dolgelly - - - Bd. 6	*117	235	210 5 6
	Dolgelly - - - N. 6	*262	113	101 11 6
	Hengelin, Infants - N. 6	67	58	42 1 0
	Islawrdref - - - Bd. 6	87	83	†52 17 6
625	FESTINIOG:			
	Festiniog, Advanced - Bd. 10	260	96	117 1 0
	Festiniog - - - Bd. 6	327	287	169 12 6
			22	8 0 0
	Festiniog Central, Evening - - Bd.	—	63	24 4 0
	Festiniog - - - N. 10	*71	42	32 8 0
	Glanypwll - - - Bd. 10	535	408	348 17 2
			44	17 16 0
	Higher Grade Girls - Bd. 10	260	68	87 6 9
	Maesod - - - Bd. 10	412	327	336 11 6
			64	28 12 0
	Slate Quarries - - Bd. 10	724	614	508 19 6
	Slate Quarries - - R.	*		
	Tanygrisiau - - Bd. 10	*295	242	203 15 0
			35	19 10 0

d Inspection deferred.

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	Merioneth—*cont.*			
	Ganllwyd. See LLANELLTYD.			
	Glanrafon. See LLANFOR.			
	Glyndyfrydwy. See CORWEN.			
622	GWYDDELWERN:			
	Cynval - - - Bd. 7	69	31	×‡49 14 6
	Gwyddelwern - - Bd. 7	109	81	‡74 16 0
	Harlech. See LLANDANWG.			
	Henfelin. See DOLGELLY.			
624	LLANABER:			
	Barmouth - - - Bd. 6	343	269	241 14 6
	Barmouth - - - N.	*	75	47 6 0
	Bontddu - - - Bd. 6	112	62	†‡77 7 0
625	LLANBEDR - - - Bd. 7	111	79	60 18 4
625	LLANDANWG:			
	Harlech, Endowed - Ch. 7	256	142	124 3 6
623	LLANDDERFEL - - Bd. 5	238	115	95 4 0
625	LLANDECWYN - - N. 10	67	37	29 11 6
622	LLANDRILLO - - - Bd. 7	*217	83	‡82 9 0
624	LLANEGRYN, Endowed 7	137	93	72 4 0
624	LLANELLTYD:			
	Ganllwyd - - - N. 6	60	26	×‡35 9 6
	Llanelltyd - - - N. 6	59	14	10 3 0
624	LLANENDDWYN:			
	Cwmynantcol - - Bd. 7	27	23	×‡44 6 6
	Dyffryn - - - Bd. 7	*235	143	138 18 6
	Llanenddwyn - - N.	*		
624	LLANFACHRETH - - N. 6	102	56	†50 11 0
625	LLANFAIR-JUXTA-HARLECH:			
	Llanfair - - - - N. 7	96	52	45 7 0
622	LLANFIHANGEL-GLYN-MYFYR - - - - N. 6	47	38	††49 11 0
626	LLANFIHANGEL-Y-PENNANT:			
	Abergynolwyn - - Bd. 7	223	103	90 2 6
625	LLANFIHANGEL-Y-TRAETHAU AND LLANFROTHEN, U.D.:			
	Croesor - - - Bd. 11	92	31	×‡53 14 0
	Llanfrothen - - Bd. 11	*139	73	59 17 0
	Penrhyn-deu-draeth - Bd. 11	*377	263	247 2 0
	Penrhyn-deu-draeth - Ch. 10	158	91	73 1 6
	Talsarnau - - - Bd. 11	148	106	107 4 2
623	LLANFOR:			
	Cwmtyrmynach - Bd. 5	75	48	×‡66 1 0
	Llanfaur - - - N.	*		
	Llawr-y-Bettws - Ch. 5	99	25	††39 18 6
	Rhosygwaliau - - Bd. 5	45	31	26 3 6
	Sarnau - - - Bd. 5	50	27	×34 11 0
622	LLANGAR:			
	Cynwyd - - - Bd. 7	118	69	73 4 6
	Cynwyd - - - N. 7	135	25	18 14 6

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	Merioneth—*cont.*			
624	LLANGELYNIN:			
	Arthog - - - Bd. 7	153	68	‡81 5 0
	Arthog - - - N.	*		
	Llwyngwril - - Bd. 7	134	44	37 6 0
	Llwyngwril - - N. 7	51	13	10 2 0
	Rhoslefan - - - Bd. 7	67	34	†34 12 0
622	LLANSAINTFFRAID GLYNDYDWY:			
	Carrog (Corwen) - N. 7	*123	64	‡66 0 0
623	LLANUWCHLLYN:	*		
	Llanuwchllyn United 5	303	139	129 1 6
623	LLANYCIL:			
	Bala - - - - Bd. 5	387	209	204 1 0
	Bala - - - - N. 5	*210	118	119 4 0
	Celyn - - - - Bd. 5	60	22	×‡42 17 0
	Parc - - - - Bd. 5	66	29	×‡51 18 0
	Maesywaen - - - Bd. 5	102	56	††69 0 0
624	LLANYMAWDDWY - Ch. 6	77	39	×43 5 6
	Llawr - y - Bettws. See LLANFOR.			
	Llwyngwril. See LLANGELYNIN.			
625	MAENTWROG:			
	Maentwrog - - - N. 6	165	77	59 7 6
	Tynant - - - N. 6	67	42	43 16 0
624	MALLWYD:			
	Aberangell - - Bd. 6	100	73	‡70 6 0
	Mallwyd Dinas - - Bd. 6	250	108	86 6 0
	Penrhyn-deu-draeth. See LLANFIHANGEL - Y - TRAETHAU, U.D.			
	Plasada. See CORWEN.			
624	TALYLLYN:			
	Aberlefenny - - Bd. 6	108	45	‡47 0 0
	Corris - - - - Bd. 6	*165	132	114 13 0
	Corris - - - - N. 6	139	33	23 2 0
	Tynyberth - - - Bd. 6	162	70	65 7 0
			5	2 6 0
613	TOWYN AND PENNAL, U.D.:			
	Aberdovey - - - N. 5	160	145	117 5 2
	Bryncrug - - - Bd. 5	*133	105	94 0 0
	Pennal - - - - Bd. 5	*138	95	70 1 6
	Towyn and Pennal - N. 5	160	55	38 5 0
			8	3 4 0
	Towyn - - - - Bd. 5	*138	98	87 6 0
625	TRAWSFYNYDD:			
	Trawsfynydd - - B. 6	*155	95	72 11 0
	Trawsfynydd - - N. 6	*143	96	74 4 0
	Trawsfynydd, St. Thomas - - - - N. 6	92	16	×‡37 15 0
	Tynant. See MAENTWROG.			

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	MONTGOMERY.			£ s. d.
614	Aberhafesp - - Ch. 10	82	40	×‡30 0 0
	Aberhosan. See Penegoes.			
	Arddlyn. See Llandrinio.			
	Belan. See Welshpool (Borough).			
615	Berriew:			
	Berriew - - - Ch. 1	200	153	142 3 6
	Fron - - - Ch. 1	77	50	43 15 0
	Vaenor - - - Ch. 1	60	53	†47 19 2
614	Bettws:			
	Bettws Cadewen - Ch. 10	56	49	†‡65 2 0
	Dolforwyn - - Ch. 10	56	52	45 10 0
	Buttington. See Welshpool (Borough).			
	Bwlch-y-Cibau. See Meifod.			
	Caerswe. See Llanwnog.			
614	Carno - - - Bd. 10	*197	97	84 17 6
615	Castle Caereinion - N. 2	125	53	†48 7 0
615	Castlewright:			
	Mellington - - - Ch. 2	96	45	‡52 10 6
613	Cemmes:			
	Cemmes - - . B. 5	*88	30	25 12 0
	Cemmes - - - P. 5	91	32	27 0 0
615	Churchstoke - - N. 2	190	110	115 8 10
613	Darowen:			
	Darowen - - - N. 5	115	50	†‡92 9 0
	Dolfor. See Kerry.			
	Dolforwyn. See Bettws.			
615	Forden - - - - N. 2	*120	90	83 11 0
	Fron. See Berriew.			
616	Garthbeibio - - N. 7	109	55	†‡62 12 6
616	Guilsfield:			
	Guilsfield - - - N. 13	457	100	82 17 0
	Hendrehen - - - *c*	—	—	—
	Pool Quay - - - N. 13	*94	77	†90 15 6
	Gungrog. See Welshpool (Borough).			
	Hendrehen. See Guilsfield.			
616	Hirnant - - - Bd. 7	84	18	×28 17 0
345	Hyssington:			
	Hyssington and Snead 5	76	34	†35 8 0
613	Isygarreg:			
	Derwenlas - - - Bd. 5	123	44	†42 17 0
614	Kerry:			
	Dolfor - - - - N. 10	*77	44	×54 8 0
	Kerry, Charity - - 10	252	148	142 7 0
	Sarn - - - - N. 10	*118	67	†68 12 6
615	Leighton, Mr. Naylor's 2	100	53	‡55 4 6

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	Montgomery—*cont.*			£ s. d.
613	Llanbrynmair:			
	Llanbrynmair - - B. 5	*198	65	57 4 6
	Llanbrynmair - - N.	*		
616	Fennant - - - N. 5	81	28	×34 12 6
613	Wern - - - - B. 5	105	68	†‡50 12 0
614	Llandinam:			
	Llandinam - - - Bd. 8	102	80	‡88 0 0
	Llidiartywaun - - Bd. 8	129	41	×‡57 16 0
	Oakley Park - - Bd. 8	80	47	×‡63 15 11
616	Llandisilio - - N. 12	*81	60	59 3 0
616	Llandrinio:			
	Arddlyn - - - P. 12	77	27	22 17 0
	Llandrinio - - - P. 12	121	73	70 13 3
615	Llandyssil - - - N. 1	112	88	77 0 0
616	Llanerfyl:			
	Hafod - - - - Bd. 7	63	30	×‡50 2 0
	Llanerfyl, Endowed - 7	106	56	†‡60 12 0
616	Llanfair Caereinion:			
	Llanfair Caereinion - Bd. 7	*195	130	147 1 0
	Llanfair Caereinion - N. 7	*100	45	32 14 0
	Rhiwhiriarth - - Bd. 7	72	36	×‡56 10 0
616	Llanfechian - - N. 7	111	43	33 19 0
616	Llanfihangel:			
	Llanfihangel-yng-Nghwnfa - - - - 7	93	29	†30 17 0
	Llwydiarth - - - Ch. 7	56	13	×28 14 7
	Pont Dolanog - - Ch. 7	63	28	×35 18 0
616	Llanfyllin (Borough):			
	Llanfyllin - - - B. 7	*193	102	77 0 3
	Llanfyllin - - - N. 7	*186	120	64 15 0
616	Llangadfan - - N. 7	88	36	†‡51 11 0
614	Llangwrig:			
	Cwmbellan - - - Bd. 8	128	28	21 0 0
	Pantmawr - - - Bd. 8	46	17	×‡27 7 1
	Village - - - - Bd. 8	110	47	×‡66 15 6
616	Llangynnew - - N. 7	87	37	†‡55 1 6
616	Llangynog - - - Bd. 7	140	70	‡79 15 0
614	Llanidloes (Borough):			
	Glandwr - - - - Bd. 8	379	250	‡‡8 15 0
	Llanidloes - - - N. 8	*200	188	‡‡8 12 0
	Old Hall - - - Bd. 8	121	89	†‡68 5 0
	Upper Manledd - - Bd. 8	120	70	‡72 8 0
	Llanllwchaiarn. See Newtown, U.D.			
	Llanrhaiadr-in-Mochnant. See Denbighshire.			
616	Llansaintffraid in the Hundred of Pool:			
	Llansaintffraid - - N. 13	130	77	64 17 0
618	Llanwddyn - - Ch. 7	104	80	86 5 0
614	Llanwnog:			
	Caerswe - - - B. 10	*215	140	130 12 0
	Llanwnog - - - N. 10	*116	76	271 17 0
615	Llanwrin - - - - 6	66	30	×30 17 0

c School closed.

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	Montgomery—*cont.*			
614	LLANWYDDELAN, U.D.:			
	Cwm - - - - Bd. 7	60	41	×46 15 0
	Llanwyddelan - - N. *	*		
	Pantyeray - - - Bd. 7	69	34	††49 15 0
	Llwydiarth. See LLANFIHANGEL.			
613	MACHYNLLETH:			
	Machynlleth - - B. 5	435	173	151 7 6
	Machynlleth - - N. 5	*291	99	84 12 6
614	MANAFON - - - Ch. 10	96	35	††47 2 0
616	MEIFOD:			
	Bwlch-y-Cibau - - N. 7	*77	39	‡45 1 6
	Meifod - - - N. 12	137	97	89 16 0
	Pont Robert - - N. 7	92	38	×‡60 3 0
	Trefnanney, Captain Mytton's - - - Ch, 12	105	60	††75 12 0
	Mellington. See CASTLEWRIGHT.			
615	MONTGOMERY (BOROUGH) - - - N. 2	204	167	150 15 0
614	MOUGHTREY:			
	Mochdre - - - B. 10	90	22	18 12 0
	Mochdre - - - Ch. 10	99	33	30 11 0
614	NEWTOWN AND LLANLLWCHAIARN, U.D.:			
	Llanllwchaiarn - N. 10	307	200	175 0 0
	New Church Street - Bd. 10	487	336	333 6 0
	Newtown - - - N. 10	480	196	182 18 0
	Pengloddfa - - - Bd. 10	390	174	166 12 0
613	PENEGOES:			
	Aberhosan - - - B. 5	63	57	††55 3 6
	Dylife - - - N. *	*		
	Penegoes - - - N. 5	119	28	19 12 0
	Pennant. See LLANBRYNMAIR.			
616	PENNANT:			
	Penybontfawr - - N. 7	*228	38	30 7 0
	Pool Quay. See GUILSFIELD.			
	Pont Dolanog. See LLANFIHANGEL.			
	Pont Robent. See MEIFOD.			
	Sarn. See KERRY.			
614	TREFEGLWYS:			
	Llawrygiyn - - Bd. 8	111	64	59 2 0
	Staylittle - - - Bd. 8	111	51	††49 12 0
	Village - - - Bd. 8	157	101	85 11 6
	Trefnanney. See MEIFOD.			
614	TREGYNON - - - Ch. 10	119	53	‡56 9 0
	Trewern. See WELSHPOOL (BOROUGH).			
613	UCH-Y-GARREG - - P. 5	58	21	×29 14 0
	Vaenor. See BERRIEW.			

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	Montgomery—*cont.*			
615 & 616	WELSHPOOL (BOROUGH:			
	Belan - - - - Ch. 2	*81	31	25 11 6
	Buttington - - - N. 2	*84	45	36 16 0
	Gungrog - - - N. 2	137	79	69 2 6
	Trewern - - - Ch. 2	84	40	††57 18 0
	Welshpool - - - B. 2	176	103	78 3 6
	Welshpool, Christ Church, Infants - N. 2	129	116	94 19 0
	Welshpool - - - N. 2	511	215	188 2 6
	Wern. See LLANBRYNMAIR.			
	PEMBROKE.			
600	AMBLESTONE - - Bd. 3	131	44	‡50 16 0
599	ANGLE - - - - N. 9	162	87	‡79 12 6
598	BEGELLY - - - Bd. 4	118	64	43 1 0
	Blaenconin. See LLANDISILLIO, U.D.			
601	BLAENFFOS, U.D.:			
	Blaenffos - - - Bd. 7	137	92	80 10 0
598	BLETHERSTON:			
	Penfordd - - - B. 5	99	48	††48 8 0
599	BOSHERSTON - - - P. 10	49	41	×‡55 15 6
600	BRAWDY:			
	Brawdy - - - Bd. 3	100	51	††66 17 0
	Brawdy - - - N. *	*		
599	BURTON - - - N. 2	113	98	90 5 0
600	CAMROSE:			
	North Camrose - - Bd. 12	116	61	‡65 19 4
	South Camrose - - Bd. 12	98	45	††43 10 6
599	CAREW - - - - N. 3	123	63	56 8 6
601	CILGERRAN - - - N. 7	*199	162	138 8 0
598	CLARBESTON, Voluntary 2	81	59	††57 7 6
602	CLYDEY:			
	Bwlch-y-groes - - Bd. 6	99	45	‡53 17 6
	Tegryn - - - Bd. 6	166	76	64 11 0
599	COSHESTON:			
	Cosheston and Nash - N. 10	162	82	69 14 0
598	CRUNWEAR - - - Ch. 5	*58	22	×‡53 0 0
600	DALE - - - - 3	70	47	††54 18 6
601	DINAS - - - - Bd. 6	*244	113	88 19 6
601	EGLWYSWRW - - Bd. 6	72	51	‡58 3 6
600	FISHGUARD - - - N. 6	418	248	217 0 0
600	FREYSTROP - - - N. 2	83	41	‡40 12 6
600	HAVERFORDWEST, U.D.:			
	Barn Street - - Bd. 1	*217	105	97 10 0
	Dew Street, Infants - Bd. 1	99	76	66 10 0
	Haverfordwest - - N. 1	*482	279	237 8 6
	Haverfordwest, St. Martin's - - - Bd. 1	216	59	59 1 0
	Prendergast - - Bd. 1	367	239	209 2 6

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	Pembroke—*cont.*			
600	HAYSCASTLE, U.D.: Hayscastle - - - Bd. 3	69	49	†51 12 6
598	HENLLAN AMGOED AND LLANFALLTEG, U.D. *See also* CARMARTHENSHIRE: Llanfallteg - - N. 3	65	27	20 6 6
600	HENRY'S MOAT - - B. 3	60	40	†‡54 6 0
600	HEREBRANDSTON - - Bd. 3	79	78	†79 12 0
600	HUBBERSTONE - - N. 9	°228	160	110 5 0
598	JEFFRESTON - - - N. 4	°95	65	56 17 6
600	JOHNSTONE - - - N. 12	°43	35	†37 17 6
600	LAMBSTON - - - Bd. 2	54	29	×‡46 12 6
598	LAMPETER VELFREY: Lampeter Velfrey - Bd. 4	104	68	69 5 0
	Lampeter Velfrey - N. 4	64	23	21 5 6
	Tavernspite - - - N. 4	°131	57	50 11 11
599	LAMPHEY - - - N. 10	81	55	†54 12 0
599	LAWRENNY - - - N. 10	80	44	†‡37 11 0
600	LETTERSTON - - - N. 3	°113	68	69 19 2
600	LITTLE NEWCASTLE - 3	50	33	†33 13 6
600	LLANDELOY, U.D.: Hendre Cross - - Bd. 3	151	29	†‡43 18 0
	Llandeloy - - - P.	*		
598	LLANDEWI VELFREY - P. 5	140	61	63 9 6
598	LLANDISSILIO, U.D. *See also* CARMARTHENSHIRE: Blaenconin - - - B. 5	131	109	91 6 6
600	LLANFAIR NANT-Y-GOF: The Berham - - 3	118	50	47 10 0
280	LLANFYRNACH AND EGLWYS-FAIRCHURIG, U.D.: Glandwr - - - Bd. 5	105	73	†79 8 0
	Hermon - - - Bd. 5	117	93	80 10 0
[illegible]	LLANGWM - - - Ch. 1	200	130	153 12 0
600	LLANRHIAN, MATHRY, AND [illegible] U.D.: Croesgoch - - - Bd. 6	104	66	47 11 0
	Llanrhian - - - N. 6	°67	42	33 12 0
	Mathry - - - Ch. 6	°131	43	27 14 2
	Trevine - - - Bd. 6	93	59	51 11 0
599	LLANSTADWELL: Llanstadwell - - N. 1	177	116	107 1 0
	Neyland - - - Bd. 1	517	418	365 15 0
	Waterston - - - Bd. 10	148	67	58 6 0
600	LLANSTINIAN: Llanstinan and Manor Owen and Jordanston N. 6	74	53	†46 5 0
601	LLANTOOD, U.D.: Bridwell - - - Bd. 6	89	59	60 9 [illegible]
	Llantood - - - Bd. 6	110	59	272 16 [illegible]
	Llantood Glanrhyd, Evening - - -	—	14	10 18 0
	Pembroke—*cont.*			
	Llanvalteg. See HENLLAN AMGOED, U.D.			
600	LLANWNDA Henner - Bd. 6	135	101	88 11 6
601	LLANYCHLWYDOG, U.D.: Pictou - - - - 6	70	36	×35 6 0
598	LLAWHADEN - - - N. 5	°93	82	†‡89 2 6
598	LLYSYFRAN - - - R. 5	129	30	28 6 0
	Longstone. See LUDCHURCH.			
598	LOVESTON, U.D.: Loveston - - - Bd. 3	73	47	37 15 6
	Reynalton - - - B.	*		
598	LUDCHURCH: [illegible] - - - B. 5	54	36	×‡32 2 6
598	MAENCLOCHOG, U.D.: [illegible] - - Bd. 5	141	107	92 15 0
601	MAENORDEWI: Manordeifi and Abercych - - - - N. 7	96	58	34 13 0
	Manordeifi - - - N. 7	°124	84	‡61 0 0
599	MANORBIER - - - N. 4	°129	70	77 18 0
600	MARLOES: St. Bride and Marloes N. 3	°135	84	60 11 6
598	MARTLETWY - - N. 3	°126	48	†46 14 0
	Mathry. See LLANRHIAN, U.D.			
601	MELINE AND WHITCHURCH, U.D.: Meline and Whitchurch - - - Bd. 6	94	33	‡40 9 0
	Milford Haven. See STEYNTON.			
	Moilgrove. See MOYLGROVE.			
599	MONCKTON, R.M.: Orielton, Undenominational - - - - 10	°142	73	99 11 6
601	MOYLGROVE: [illegible] - - - B. 7	°105	65	56 2 0
598	MYNACHLOGDDU: Bethel - - - - B. 4	99	51	†54 14 2
598	NARBERTH, U.D.: Narberth - - - Bd. 5	°218	167	140 2 6
	Narberth - - - N. 5	145	66	54 5 0
601	NEVERN AND BAYVIL, U.D.: [illegible] - - - Ch.			
	Road - - - Bd. 6	106	53	†‡62 2 6
	Nevern - - - Bd. 6	139	67	279 4 6
	New Hedges. See ST. MARY TENBY, OUT LIBERTY.			
601	NEWPORT - - - Bd. 6	206	146	129 10 0
600	NOLTON - - - Ch. 3	61	30	×‡40 2 0

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	Pembroke—*cont.*			
	Orielton. See MONCKTON.			
599	PEMBROKE (BOROUGH):			
	East End - - - Bd. 10	367	322	287 1 0
	Monkton - - - Bd. 10	*378	358	313 5 0
	Pembroke Dock, Albion Square, Boys - - Bd. 10	280	279	266 12 6
	Pembroke Dock, Llanion - - - Bd. 10	144	152	111 7 2
	Pembroke Dock, Meyrick Street - - Bd. 10	*394	357	312 7 6
	Pembroke Dock - - N. 10	*651	534	469 10 0
	Pembroke Dock, Pennar - - - Bd. 10	251	214	182 10 0
599	PENALLY - - - N. 10	127	44	‡46 1 0
	Penfordd. See BLETHERSTON.			
	Picton Castle. See SLEBECH.			
600	PUNCHESTON - - N. 3	156	52	37 13 0
599	PWLLCROCHAN - - N. 9	60	41	†‡61 0 0
	Reynalton. See LOVESTON, U.D.			
599	REDBERTH:			
	Rhydberth - - - N. 4	144	59	×‡79 11 6
598	ROBESTON WATHEN - N. 4	93	38	†‡55 13 6
600	ROCH - - - - N. 3	81	62	‡64 0 0
599	ROSEMARKET - - Ch. 2	112	70	†62 4 6
600	RUDBAXTON - - - N. 12	*100	78	57 16 2
	St. Bride and Marloes. See MARLOES.			
600	ST. DAVID'S:			
	Carnedryn - - - Bd. 6	119	53	‡61 13 6
	Quickwell Hill - - Bd. 6	206	142	125 1 0
601	ST. DOGMELLS, E.M.:			
	St. Dogmells - - Bd. 7	*335	204	186 16 3
	St. Dogmells - - P. 7	116	84	78 7 6
600	ST. DOGWELL'S:			
	Wolfscastle - - - B. 3	*83	65	52 2 6
599	ST. FLORENCE - - N. 10	*132	39	†‡58 1 0
600	ST. ISHMAEL'S - - P. 2	*103	60	‡60 1 6
598	ST. ISSELLS, U.D.:			
	Amroth - - - Bd. 4	*101	50	38 11 0
	Pentlepoir - - - Bd. 4	81	65	56 17 6
	Saundersfoot - - Bd. 4	*184	116	98 15 0
	Stepaside - - - Bd. 4	173	120	105 0 0
599	ST. MARY TENBY, OUT LIBERTY:			
	New Hedges - - Ch. 4	*80	31	×39 0 6
600	ST. NICHOLAS - - N. 6	111	62	†58 1 0
598	SLEBECH, Picton Castle Ch. 2	85	36	†‡53 3 0
	Solva. See WHITCHURCH.			
598	SOUTH NARBERTH, U.D.:			
	Templeton - - - Bd. 5	*145	77	68 7 6

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	Pembroke—*cont.*			
600	SPITTAL - - - N. 2	*118	76	72 13 0
599	STACKPOLE - - - N. 10	149	71	‡77 9 0
600	STEYNTON:			
	Bolton Hill - - - Bd. 12	102	74	†‡79 10 6
	Milford - - - Bd. 2	329	262	222 1 0
	Milford Haven - - N. 2	210	92	75 2 6
600	TALBENNY Branch - N. 2	*59	33	†‡48 0 6
	Tavernspite. See LAMPETER VELFREY.			
599	TENBY (BOROUGH):			
	Tenby - - - P. 4	*751	343	299 17 6
	Tenby - - - - W. 3	337	147	135 14 6
600	UZMASTON:			
	Uzmaston-cum-Boulston - - - - N. 2	110	28	†‡45 4 0
600	WALWENS CASTLE - Ch. 3	87	29	†‡42 9 6
599	WARREN, Agricultural 10	194	80	68 0 0
600	WEST WALTON:			
	West Walton - - N. 2	134	70	51 9 0
600	WHITCHURCH:			
	Solva - - - Bd. 6	212	108	100 4 0
	Solva - - - - N.	*		
600	WISTON - - - - N. 5	153	59	†‡66 7 0
	Wolfscastle. See ST. DOGWELL'S.			
	RADNOR.			
612	ABBEY-CUM-HIR:			
	Abbey-cwm-hir - - N. 11	81	27	×35 7 6
	Bwlchysarnau - - B. 11	49	24	×34 5 0
607	ABEREDW - - - N. 7	60	22	×‡43 3 0
611	BEGUILDY:			
	Beguildy - - - N. 10	*80	30	†‡35 12 0
	Creigybyther - - N. 10	*80	40	†38 0 0
611	BLEDDFA - - - N. 10	42	16	×‡37 16 0
610	BOUGHROOD - - - N. 6	*77	29	†‡45 8 0
	Bwlchysarnau. See ABBEY-CUM-HIR.			
611	CASCOB - - - - N. 10	*70	30	×‡31 3 4
612	CEFENLLYS:			
	Llandrindod and Cefnllys - - - N. 11	*157	119	102 19 0
610	CLYRO - - - - N. 6	*143	74	‡75 0 0
607	CREGRINA, U.D.:			
	Franksbridge - - Bd. 3	60	30	×‡50 7 0
	Lower Llanedw - - Bd. 7	69	26	×33 18 0
	Creigybyther. See BEGUILDY.			

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	Radnor *cont.*			£ s. d.
	Cwmdauddwr. See LLANSAINTFRAID CWMDAUDDWR.			
607	DISSERTH AND TREGOED:			
	Howey Village - - - N. 7	80	61	47 18 0
	Penkerrig - - - B. 4	80	48	43 6 0
	Penkerrig - - - Ch.	*		
	Duffryn Clerwen. See LLANSAINTFRAID CWMDAUDDWR.			
343	EVENJOBB, NEWCASTLE, BARLAND, AND BURRA:			
	Evancoyd - - - Ch. 3	66	55	†53 16 6
343	GLADESTRY - - - N. 3	87	43	†42 2 6
	Glan-Ithon. See LLANBADARN-FYNYDD.			
610	GLASBURY. *See also* BRECKNOCKSHIRE:			
	Ffynongynyd - - N. 6	*61	53	‡47 18 4
611	HEYHOP - - - N. 10	*94	34	×‡32 6 0
	Howey. See DISSERTH.			
611	KNIGHTON - - - N. 11	*302	268	235 3 6
612	LLANBADARNFAWR:			
	Llanbadarnfawr - - Bd. 11	189	106	97 14 0
	Llanbadarnfawr - - N.	*		
611	LLANBADARN-FYNYDD:			
	Glan Ithon - - - Ch. 10	*72	43	†35 9 6
	Llaithdu - - - Bd.	63		
610	LLANBEDR PAINSCASTLE:			
	Painscastle - - - N. 6	*117	37	×‡36 9 0
611	LLANBISTER:			
	Cantal - - - - Bd. 10	66	54	†‡39 4 8
	Llanbister - - - Bd. 10	78	43	37 13 0
343	LLANDEGLEY - - - N. 11	81	45	39 18 6
611	LLANDEWI YSTRADENNY,			
	Private - - - - 11	135	56	†‡65 2 0
	LLANELLY GRADAN - N. 6	*90	32	†28 4 4
	Llandrindod. See CEFNLLYS.			
607	LLANELWEDD - - N. 7	61	55	44 14 0
611	LLANFIHANGEL RHYDITHON - - - Bd. 10	82	36	‡38 11 0
611	LLANGUNLLO - - N. 10	114	61	‡71 3 6
612	LLANSAINTFRAID CWMDAUDDWR			
	Cwmdauddwr - - N. 11	80	51	75 7 1
	Dyffryn Clerwen - - N. 11	73	26	×‡47 18 6
607	LLANSAINTFRAID-IN-ELVEL - - - - Bd. 7	84	37	†‡34 3 1
612	LLANYRE - - - N. 11	153	111	97 2 6
610	LLOWES, Hay - - Ch. 6	56	36	†‡51 8 0
	Nantgwyn. See ST. HARMONS.			
612	NANTMEL:			
	Gaufton - - - Bd. 11	73	17	13 6 0
	Nantmel - - - N. 11	*127	38	†40 13 0
	St. Mark's - - - Ch. 11	67	18	×‡39 6 0
343	NEWCHURCH - - Bd. 3	51	30	36 18 0
343	NEW RADNOR - - N. 3	153	112	‡106 5 8
611	NORTON - - - - P. 10	46	29	†‡43 7 6
343	OLD RADNOR AND BURLINJOBB:			
	Old Radnor, Endowed N. 3	*146	83	74 9 0
	Painscastle. See LLANBEDR PAINSCASTLE.			
	Penkerrig. See DISSERTH.			
611	PRESTEIGN:			
	Greenfields, Girls - 10	85	38	32 6 0
	Presteign - - - B. 10	151	66	55 15 0
	Presteign, Lady Brydge's - - Ch. 10	95	79	58 11 6
	Presteign - - - N. 10	183	49	45 6 6
	Radnor. See NEW RADNOR AND OLD RADNOR.			
612	RHAYADER - - - Ch. 11	150	99	97 5 4
612	ST. HARMON'S:			
	Nantgwyn - - - B. 11	40	26	†‡40 13 0
	St. Harmon's - - N. 11	*95	34	†33 16 6
611	STANAGE:			
	Stanage, Weston, and Stowe - - 10	87	30	×‡33 15 9
611	WHITTON, Dame Anne's Child's Charity - 10	87	63	×‡90 18 6

MONMOUTHSHIRE.

	MONMOUTH.			£ s. d.
	ABERCARN:			
	Abercarn, Boys - N. 11	*211	204	178 13 7
	Abercarn - - B. 11	206	206	202 5 0
	Abercarn, Girls and Infants - - Ch. 11	*208	208	178 13 0
	[illegible] - - B. 7	127	98	73 15 0
	Monmouth:			
	Aberrychan. See TREVETHIN.			
	Abertillery. See ABERYSTRUTH.			
583	ABERYSTRUTH:			
	Abertillery - - - Bd. 10	603	180	200 0 0
	Abertillery - - - N. 10	*246	150	150 0 0
	Blaina - - - - Bd. 6	1,330	900	900 0 0

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	Monmouth—*cont.*			
583	Aberystruth—*cont.*			
	Brynmawr - - - R. 12	127	60	44 10 0
	Cwmtylery - - - Bd. 10	574	398	375 17 0
	Cwmyrddercb - - Bd. 10	199	202	199 12 6
	Garnvach - - - Bd. 10	666	599	592 0 0
			91	46 10 0
	Nantyglo - - - Bd. 10	393	362	337 19 8
	Pontygof, Boys - - Bd. 10	334	233	235 0 0
	Bassaleg. See DUFFRYN, U.D.			
585	BEDWAS:			
	Bedwas Bridge - - Bd. 4	173	120	104 17 0
	Davies' Charity - - 4	72	67	56 19 0
	Maescwmwr, Aldworth Bd. 4	250	176	162 6 0
583	BEDWELLTY:			
	Blackwood - - - Bd. 11	365	262	268 11 6
	Cwmsyflog - - - Bd. 11	75	47	35 5 0
	Ebbw Vale - - - Bd. 10	870	577	578 11 6
	Ebbw Vale, Pontygof Bd. 10	584	416	393 5 0
	Ebbw Vale - - - R. 12	207	104	91 0 0
	Ebbw Vale, Victoria - Bd. 10	485	330	313 16 0
	Holly Bush - - - Bd. 10	112	51	††88 0 0
	Lower Rhymney - Bd. 4	460	295	334 17 9
	Manmoel - - - Bd. 10	53	26	††40 17 0
	Middle Rhymney - Bd. 4	718	272	350 15 9
	New Tredegar - - Bd. 11	273	272	237 0 6
	New Tredegar, Infants - - - Bd. 11	112	115	86 5 0
	Pengan - - - Bd. 11	234	216	221 3 0
	Pits - - - - Bd. 11	77	37	×‡56 11 6
	Rhymney - - - R. 4	157	52	61 15 6
	Sirhowy - - - Bd. 4	533	326	443 9 9
	Tredegar, Earl Street - Bd. 11	1,318	772	762 3 0
	Tredegar, Georgetown Bd. 11	880	599	541 5 6
	Tredegar - - - R. 11	386	131	108 1 0
	Troedrhiwgwair - - Bd. 11	153	124	108 14 6
	Upper Rhymney - Bd. 4	460	299	346 14 7
	Village - - - - Bd. 4	36	19	14 5 0
584	BETTWS:			
	Trostrey, Bettws, and Kemeys - - - N. 4	*75	32	†35 10 0
585	BISHTON - - - Bd. 6	36	35	54 12 6
	Blaenafon. See LLANOVER.			
582	BRYNGWYN - - - Ch. 10	52	30	‡‡44 2 0
	Brynmawr. See ABERYSTRUTH.			
585	CAERLEON:			
	Endowed - - - 11	496	283	262 1 0
580	CAERWENT - - - - N. 7	88	93	‡83 2 0
580	CALDICOT - - - N. 7	248	187	135 15 0
580	CHAPEL HILL:			
	Chapel Hill and Tintern - - - - N. 7	*153	122	77 8 0
580	CHEPSTOW:			
	Chepstow, Boys - - Bd. 11	*210	176	169 2 6
	Chepstow, Girls and Infants - - - Bd. 11	271	193	180 13 6
	Chepstow, Girls and Infants - - - N. 11	*227	169	148 3 0
582	CLYTHA - - - - R. 11	110	54	††66 8 0
	Monmouth—*cont.*			
	Coed-y-paen. See LLANGIBBY.			
	Court-y-bella. See MYNYDDISLWYN.			
	Cwmbrân. See UPPER LLANVRECHVA AND LLANFIHANGEL LLANTARNAM.			
581	CWMCARVAN - - - N. 10	*52	20	×‡42 2 0
581	DINGESTOW AND TREGARE, U.D.:			
	Dingestow and Tregare - - - - Bd. 12	111	54	44 10 0
585	DUFFRYN AND GRAIG, U.D.:			
	Bassaleg - - - Ch. 11	275	170	143 8 0
	Rhiwderyn - - - Bd. 5	289	137	176 11 4
580	EAST AND WEST NEWCHURCH, U.D.:			
	Devauden - - - Bd. 4	90	45	‡49 7 0
	West Newchurch - Bd. 4	66	26	×33 18 0
	Ebbw Vale. See BEDWELLTY.			
	Forest. See LLANTILLIO PERTHOLEY.			
	Govilon. See LLANWENARTH ULTRA.			
584	GOYTREY:			
	Goytrey - - - B. 4	*134	82	67 16 0
	Goytrey - - - N. 4	*		
584	GWEHELOG - - - N. 4	*72	36	‡38 16 0
580	ITTON - - - - N. 7	52	42	×‡58 17 0
	Kymin. See MONMOUTH (BOROUGH).			
582	LLANARTH - - - N. 11	*76	30	23 5 0
584	LLANBADDOCK, MONKSWOOD, AND GLASCOED, U.D.:			
	Glascoed Common - Bd. 4	80	55	‡64 0 0
	Llanddewi. See LLANTHEWY RYTHERCH.			
581	LLANDENNY - - - N. 7	76	38	‡42 7 0
	Llandevaud. See LLANMARTIN.			
581	LLANDOGO:			
	Llandogo - - - N. 6	86	43	††54 6
	Whitebrook - - N. 6	64	47	†46 7 0
582	LLANELLEN - - - N. 10	*83	43	35 9 0
582	LLANFOIST:			
	Lower Llanfoist - - Bd. 10	*134	76	59 12 0
582	LLANGATTOCK LINGOED:			
	James Davies' - - N. 11	*70	32	×‡49 12 0
582	LLANGATTOCK-NIGH-USK - - - - - Bd. 11	51	36	†36 1 0
581	LLANGATTOCK-VIBON AVEL - - - N. 12	145	69	62 15 0

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	Monmouth—*cont.*					
584	LLANGIBBY:					
	Cood-y-paen - - N. 4	77	40	46	10	0
	Llangibby - - - Ch. 4	92	60	†75	7	0
580	LLANGWM-UCHA:					
	Llangwm - - - Ch. 4	*92	47	35	5	0
585	LLANHENNOCK - - Ch. 10	43	32	†49	11	0
584	LLANHILLETH:					
	Aberbeeg - - - Bd. 4	*335	272	254	16	0
	Crumlin - - - Bd.					
	Six Bells, Infants - Bd. 4	104	75	70	6	3
581	LLANISHEN, LLANVIHANGEL-TOR-Y-MYNYDD, AND TRELLECK GRANGE, U.D.:					
	Llanishen - - - Bd. 5	95	39	†55	5	6
585	LLANMARTIN-WITH-LLANDEBAR:					
	Llandevaud - - Ch. 6	*94	69	55	4	6
582	LLANOVER:					
	Blaenafon - - - B. 3	500	337	293	17	6
	Blaenafon, Endowed - N. 3	*389	257	221	5	6
	Blaenafon, Infants - N. 3	*318	204	159	0	0
	Blaenafon - - - R. 3	111	92	79	18	6
	Blaenafon - - - W. 3	393	304	274	5	7
	Llanover - - - P. 11	*107	38	29	9	0
580	LLANSOY - - - N. 4	57	15	†37	1	6
582	LLANTHEWY RYTHERCH:					
	Llanddewi Rytherch - B. 11	*97	29	21	15	0
	Llanddewi Rytherch - N. 11	*91	37	30	8	0
581	LLANTILLIO CROSSENNY:					
	Powell's, Endowed - 12	146	71	62	14	0
582	LLANTILLIO PERTHOLEY:					
	Forest - - - - B. 11	81	26	†29	9	0
	Llantillio Pertholey - N. 11	*147	92	66	3	0
584	LLANTRISSENT:					
	Llantrissent and Llanhowell - - - N. 4	*63	24	†28	12	0
	LLANVACHES. See ST. BRIDE'S.					
582	LLANVAIR, KILGEDDIN N. 10	*206	58	†75	1	0
582	LLANVETHERINE - - N. 11	61	43	37	12	6
582	LLANVIHANGEL CRUCORNEY-WITH-PENBIDDLE:					
	Llanvihangel Crucorney - - - N. 11	*103	66	48	0	0
585	LLANVIHANGEL LLANTARNAM:					
	Cwmbrân - - - R. 11	221	140	122	9	0
	St. Dials - - - Bd. 11	574	489	473	15	6
584	LLANVIHANGEL - PONT - Y - MOILE AND MAMHILAD, U.D.:					
	Llanvihangel-pont-y-moile and Mamhilad Bd. 4	*99	29	†35	0	0
582	LLANVIHANGEL-USTERN-LLEWERN - - - N. 5	33	16	6	13	3
	Llangrechva. See UPPER AND LOWER LLANVRECHVA.					
582	LLANWENARTH, CITRA N. 11	*61	33	†35	9	0
582	LLANWENARTH, ULTRA					
	Govilon - - - B. 11	130	45	42	15	0
	Llanwenarth, Ultra - N. 11	*140	63	55	15	4
	Pwlldu - - - N. 10	129	86	80	18	6
582	LOWER CWMYOY - - Bd. 10	57	19	†23	6	0
584	LOWER LLANVRECHVA:					
	Cross-y-Ceiloc - - Bd. 2	130	135	123	7	6
	Lower Llanvrechva - N. 2	118	79	61	10	0
585	MACHEN AND WAENFAUR, U.D.:					
	Upper Machen - - Bd. 4	396	257	236	6	0
	Waenfaur - - - Bd. 4	173	98	76	13	6
585	MAGOR - - - - N. 6	*166	100	89	2	6
585	MALPAS - - - Ch. 3	116	74	81	15	8
585	MARSHFIELD - - N. 3	*139	56	63	7	0
580	MATHERNE - - - Bd. 7	102	86	73	6	6
585	MICHARLSTON-Y-VEDW:					
	Endowed - - - - 3	81	33	22	10	0
581	MICHEL TROY - - Ch. 10	67	31	†144	14	0
581	MONMOUTH (BOROUGH):					
	Buckholt - - - Ch. 12	73	29	24	17	6
	Glendower Street, Infants - - - - Bd. 10	203	157	132	6	6
	Kingsmark and Wysham - N. 12	*171	108	79	8	0
	Monmouth - - - N. 10	*165	106	89	0	0
	Overmonnow - - N. 10	*229	206	191	15	0
585	MYNYDDISLWYN:					
	Abercarn - - - Bd. 5	626	360	302	8	0
	Abercarn Cross Roads Bd. 6	185	50	51	13	0
	Court-y-Bella - - N. 6	*205	140	126	16	0
	Crumlin - - - Bd. 6	276	244	226	11	0
	Jerusalem - - - Bd.					
	Newbridge - - - Bd. 5	490	437	394	8	0
	Pontllanfraith - - Bd. 6	279	240	220	15	0
	Trinant - - - Bd. 4	110	55	46	19	0
	Ynysddu - - - Bd. 6	120	90	85	6	0
585	NASH - - - - N. 6	52	33	†34	15	0
	Newchurch. See EAST AND WEST NEWCHURCH, U.D.					
585	NEWPORT (BOROUGH):					
	Alexandra - - - Bd. 2	833	861	819	5	0
	Alteryn - - - Bd. 11	115	26	24	5	0
	Barnard Town - - Bd. 1	550	601	569	6	0
	Bolt Street - - - Bd. 12	625	540	475	18	0
	Central - - - Bd. 1	200	60	53	7	0
	Holy Cross - - - R. 2	346	247	236	12	0
	Lliswerry - - - Bd. 11	225	172	160	5	0
	Maindee - - - Bd. 11	*745	719	714	2	6
	Maindee, Evening -	—	87	57	14	0
	Maindee, Eveswell - Bd. 12	684	537	513	10	0
	Marshes Road - - Bd. 11	844	785	675	12	0
	Newport - - - Bd. 11	*698	606	434	19	0
			63	30	7	6
	Pillgwenlly, St. Michael's - - - R. 5	634	497	454	17	0
	Pillgwenlly, Trinity - Ch. 12	736	601	550	17	6

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	Monmouth—*cont.*			
585	Newport (Borough)—*cont.*			
	St. Mary - - - R. 2	*442	309	270 7 6
	St. Woollos' - - - 5	*800	651	597 14 6
	Spring Gardens - - Bd. 1	995	327	254 3 1
	Stow Hill - - - Bd. 11	*757	582	599 4 6
	Tredegar Wharf - - 11	*549	524	458 10 0
	Overmonnow. See MONMOUTH (BOROUGH).			
584	PANTEAGUE:			
	Panteg, Wern - - - N. 1	*292	234	200 10 0
			47	26 16 0
	Pontymoile - - - N. 1	*448	408	345 11 6
581	PENALT - - - - Ch. 10	101	50	39 16 0
581	PENROSE:			
	Penrhos - - - N. 12	*75	23	†27 5 6
581	PENYCLAWDD:			
	Penyclawdd and Llangoven - - - N. *c*	53	—	—
585	PETERSTONE - - Bd. 3	35	27	×‡50 1 0
	Pillgwenlly. See NEWPORT (BOROUGH).			
	Pontymoile. See PANTEAGUE.			
	Pontypool. See TREVETHIN.			
580	PORTSKEWET:			
	Portskewet - - - N. 7	52	47	36 12 0
	Severn Tunnel - - 12	425	161	123 16 0
	Pwlldu. See LLANWENARTH, ULTRA.			
581	RAGLAN - - - - N. 7	163	88	76 2 0
585	REDWICK - - - N. 6	57	24	×‡45 12 0
	Rhymney. See BEDWELLTY.			
585	RISCA:			
	Cross Keys - - - Bd. 11	493	388	347 10 6
	Cross Keys - - - Bd. 6	—	440	224 11 8
	Pontymister - - Bd. 6	395	411	375 13 0
	Town - - - - Bd. 6	283	240	222 15 6
581	ROCKFIELD - - - N. 10	53	30	†‡51 13 0
585	ROGERSTONE AND HENLLIS, U.D.:			
	Henllis - - - Bd. 6	94	78	75 11 6
	Tydee - - - - Bd. 6	564	320	433 19 2
580	ROGIATT:			
	Rogiet-with-Ifton - N. 4	103	29	†35 11 0
586	RUMNEY - - - Bd. 3	127	68	52 10 0
580	ST. ARVAN'S:			
	St. Arvan's Penterry and St. Arvan's Grange - - - N. 7	*110	93	‡100 11 6
585	ST. BRIDE, NETHERWENT:			
	Llanvaches, Penhow, and St. Bride's - N. 6	96	69	53 8 0
585	ST. BRIDE, WENTLLOOGE - - - - Bd. 3	49	27	†29 12 0
586	ST. MELLONS - - Ch. 3	150	99	101 1 0
580	SHIRENEWTON:			
	Earlswood - - - - Bd. 7	*90	33	‡36 2 6
	Mynyddbach - - Bd. 7	85	36	‡40 12 0
581	SKENFRITH, U.D. *See also* HEREFORDSHIRE:			
	Grosmont - - - Bd. 4	120	62	47 18 6
	New Inn - - - Bd. 4	73	37	‡40 10 0
	Norton Cross - - Bd. 10	88	71	‡71 19 6
	Skenfrith - - - N.	*		
	Tredegar. See BEDWELLTY.			
581	TRELLECK, U.D.:			
	Trelleck - - - Bd. 10	133	97	72 18 4
	Trelleck, Endowed - Ch. 10	101	57	45 12 6
584	TREVETHIN:			
	Abersychan - - - Bd. 1	*694	513	447 2 6
	Abersychan - - - R. 1	180	107	80 4 6
	Blaenavon - - - Bd. 12	248	166	162 12 6
	Cwmfrwdoer - - Bd. 2	291	238	177 13 6
	Garndiffaith - - Bd. 2	488	437	381 2 6
			41	23 18 0
	Pantygasseg - - Bd. 10	100	62	†64 5 0
	Park Terrace - - Bd. 12	321	211	189 8 0
	Pontnewynydd - - Bd. 2	*465	449	385 6 0
	Pontypool - - - Bd. 2	393	365	319 7 6
	Pontypool, Charity - N. 1	*530	361	300 0 6
	Pontypool, St. Alban's R. 1	167	135	105 6 0
	Twmpath, Infants - Ch. 1	99	82	61 10 0
	Varteg Hill Colliery - Bd. 3	458	261	186 10 0
	Trostrey. See BETTWS.			
580	UNDY - - - - N. 4	91	45	‡45 17 6
582	UPPER CWMYOY - - N. 10	*60	14	×25 2 0
584	UPPER LLANVRECHVA:			
	Cwmbrân - - - Bd. 2	479	244	231 14 0
	Cwmbrân - - - N. 2	*224	218	190 15 0
	Griffithstown - - Bd. 2	372	308	241 14 0
584	USK - - - - N. 4	355	212	194 12 0
	West Newchurch. See EAST AND WEST NEWCHURCH, U.D.			
	Whitebrook. See LLANDOGO.			
585	WHITSON:			
	Whitson and Goldcliff N. 6	*57	36	27 17 0
581	WONASTOW - - - N. 10	29	21	×31 14 6

c School closed.

APPENDIX III.

LIST, under School Districts, of Elementary Day Schools aided by Parliamentary Grants in the Year ended 31st August 1894.

WALES AND MONMOUTHSHIRE.

NOTES :—

The names of all School Districts** are printed in capitals; other places in italics.

N. or Ch. denotes that the School is in connexion with the *National Society*, or with the *Church of England*; B., with the *British and Foreign School Society*; W., with the *Wesleyan Methodists' Conference*; R., with the *Roman Catholic Poor School Committee*; P., that it is a *Parochial* School; and Bd., a *Board* School.

The mark † or × against any amount implies that in that case a grant has been paid at the rate of 10*d.* or 15*d.* under Article 104, and the mark ‡ that a grant has been paid under Article 105.

All Schools, excepting those marked thus §, received a Fee Grant under the Elementary Education Act, 1891, at the rate of 10*s.* a year for each child over 3 and under 15 years of age in average attendance.

The Schools marked thus ‖ have been allowed to charge additional fees under Section 4 (1), and those marked thus ¶ to charge under Section 4 (3), of the Elementary Education Act, 1891.

The Schools the names of which are printed in italics are Certified Efficient Schools and are not aided by Parliamentary Grants.

In the cases marked * Building grants were made either by the Treasury before the appointment of a Committee of Council on Education or by the Education Department. (For amounts *see* Part IV. of Appendix to Report for 1881–82.)

No. of Dist. in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	No. of Scholars for whom Accreditation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
	ANGLESEY.			
630	ABERFFRAW, U.D.:			
	Aberffraw - - - Bd. 6	*214	107	84 10 6
	Carreglonen - - - Bd. 6	80	20	×30 10 0
630	AMLWCH:			
	Amlwch - - - Bd. 4	*478	227	186 4 6
	Amlwch - - - N. 4	225	92	75 0 0
	Parry Infants - - Bd. 64	108	42	13 0 0
	Rhosybol - - - Bd. 4	*120	61	57 5 0
628	BEAUMARIS (BOROUGH):			
	New Street - - - Bd. 2	319	204	211 11 0
630	BODEDERN - - - N. 5	*122	86	64 3 0
	Bodlondeb. See PENTRAETH.			
	Cemaes. See LLANBADRIG.			

No. of Dist. in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	No. of Scholars for whom Accreditation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
	Anglesey—cont.			
	Gaerwen. See LLANFIHANGEL ESCEIFIOG.			
	Gareglefn. See LLANBADRIG.			
	Heneglwys. See TREWALCHMAL U.D.			
330	HOLYHEAD:			
	Holyhead - - - B. 5	*477	394	344 15 0
	Holyhead - - - N. 5	*414	359	314 2 6
	Llanfawr - - - Bd. 5	95	61	46 16 0
	Penrhos-y-felew - - N.	*		
	St. Mary - - - R. 5	58	41	37 15 0
	The Park - - - Bd. 5	458	369	362 4 0
630	LLANALLGO - - - N. 4	*97	74	57 9 0

* 3 months' grant.

** The many recent changes in the constitution of parishes caused by the Local Government Acts have made it impossible this year to attain entire accuracy in the arrangement of the schools under School Districts.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	No. of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
	Anglesey—*cont.*			
630	LLANBADRIG:			
	Cemaes - - - - B. 4	*186	97	71 3 6
	Garegiefn - - - B. 4	111	80	‡70 3 0
630	LLANBEDRGOCH - - P. *a*2	71	34	‡14 7 6
628	LLANDDANIEL FAB:			
	Llanddaniel and Llanedwen - - - N. 6	126	57	45 5 6
630	LLANDDEUSANT - - Bd. 5	*130	71	51 7 0
628	LLANDDONA - - - Bd. 2	*204	75	52 14 0
628	LLANDEGFAN - - Bd. 2	128	100	78 10 6
630	LLANDYFRYDOG - - N. 4	72	53	‡60 3 6
628	LLANDYSILIO:			
	Llandysilio - - - N. 2	*187	66	54 15 0
	Menai Bridge - - B. 2	*312	175	148 14 6
630	LLANEILIAN, U.D.:			
	Pensarn - - - Bd. 4	*270	102	81 8 0
630	LLANENGRAD:			
	Llanengrad - - N. 4	72	55	×‡37 15 0
	Marian Glas - - B.	*		
630	LLANERCHYMEDD - Bd. 4	*355	211	184 12 6
630	LLANFACHRETH - - Bd. 5	114	65	51 5 0
630	LLANFAETHLY - - Bd. 5	66	66	‡71 4 0
630	LLANFAIRMATHAFARNEITHAF AND LLANDDYFNAN, U.D.:			
	Llanddyfnan - - Bd. 4	157	46	‡49 0 0
	Tabernacle - - - Bd. 4	144	76	‡79 18 0
628	LLANFAIRPWLLGWYNGYLL:			
	Llanfairpwllgwyngyll N. 2	202	106	85 2 6
	Rhosygad - - - Bd. 2	180	106	90 3 0
630	LLANFAIR-YN-EUBWLL Bd. 5	*84	67	61 19 0
630	LLANFAIR-YNG-HORNWY - - - Bd. 5	60	54	††65 15 0
630	LLANFECHELL - - Ch. 4	185	70	53 14 0
628	LLANFIHANGEL ESCEIFIOG:			
	Gaerwen - - - Bd. 6	317	105	97 14 0
	Gaerwen - - - N. 6	*158	61	51 16 0
630	LLANFIHANGEL-TRE'R-BEIRDD:			
	Tymawr - - - B. 4	60	35	‡‡47 3 0
628	LLANGADWALADR - N. 6	111	57	‡55 8 6
627	LLANGAFFO - - - Ch. 6	108	66	††77 14 0
630	LLANGEFNI:			
	Llangefni - - - Bd. 4	*239	109	91 3 0
	Llangefni - - - N. 4	*224	121	90 8 0
627	LLANGEINWEN:			
	Dwyran - - - Bd. 6	*187	89	72 10 0
628	LLANGRISTIOLUS - - N. 6	*186	59	45 14 0
627	LLANIDAN - - - Bd. 6	163	144	126 0 0
630	LLANRHYDDLAD:			
	Llanrhyddlad - - Bd. 5	*150	53	37 0 6
	Llanrhyddlad Union - N.	*		
628	LLANSADWRN - - Bd. 2	66	44	35 6 0
630	LLANTRISAINT - - P. 4	85	25	19 7 0
630	LLANVAELOG - - - N. 5	*167	89	77 17 6
630	LLANYNGHENEDL - Bd. 5	111	71	54 13 0
630	LLECHYLCHED:			
	Bryngwran - - - Bd. 5	150	94	80 3 0
	Malltraeth. See TREVDRAETH.			
	Marian Glas. See LLANENGRAD.			
	Menai Bridge. See LLANNDYSILIO.			
627	NEWBOROUGH ST. PETER'S - - - - Bd. 6	*249	138	112 12 0
628	PENMON:			
	Penmon and Llangoed N. 2	*137	146	119 8 0
628	PENMYNYDD - - Bd. 2	87	31	‡34 0 0
630	PENRHOS LLIGWY - N. 4	96	60	47 17 0
628	PENTRAETH - - - Bd. 2	*150	81	62 15 0
630	RHOSCOLYN - - - Bd. 5	96	59	‡60 4 6
628	TREVDRAETH:			
	Malltraeth, Infants - N. 6	100	51	36 19 6
	Trevdraeth - - - N. 6	*214	63	48 14 0
630	TREWALCHMAI, U.D.:			
	Bodffordd - - - Bd. 4	108	66	51 5 0
	Llandrygarn - - Bd. 4	92	51	‡49 3 0
	Upper Gwalchmai - Bd. 4	*216	82	77 6 0
	Tymawr. See LLANFIHANGEL-TRE'R BEIRDD.			
	BRECON.			
	Abercrave. See LOWER YSTRADGYNLAIS.			
	Abergwessin. See LLANAFON FAWR.			

a 5 months grant.

No. of Dist., or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	No. of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
	Brecon—*cont.*			
608	BATTLE AND ABERYSCIR, U.D.:			
	Battle - - - - Bd. 6	54	28	*342 12 0
608	BRECON, U.D.:			
	Brecon - - - - N. 6	*465	289	246 11 6
	Llanfaes - - - Bd. 6	220	130	147 15 6
	Mount Street - - Bd. 6	465	290	278 12 6
	St. David's - - - N.	*		
610	BRONLLYS - - - N. *a5*	*72	38	*37 17 2
	Brynmawr. See LLANELLY.			
607	BUILTH, Endowed - N. 7	306	217	187 15 0
608	CANTREFF AND NANTDDU:			
	Nantddu - - - N. 6	45	28	*342 14 0
	Castle Madoc. See LLANFIHANGEL FECHAN.			
608	CATHEDINE - - - N. 7	123	57	295 10 0
608	CRAY - - - - Bd. 6	58	39	*258 16 6
607	CRICKADARN - - N. 7	91	36	*87 19 0
609	CRICKHOWELL:			
	Crickhowell - - B. 6	*172	59	77 18 0
	Crickhowell - - N. 6	262	117	110 4 0
	Cwmdu. See LLANFIHANGEL CWMDU.			
	Derynnock. See YSCLYDACH.			
610	GLASBURY. *See also* RADNORSHIRE:			
	Glasbury - - - P. *a5*	139	54	97 3 11
	[illegible] - - - P. *a5*	42	26	26 3 8
607	GWENDDWR - - - N. 7	60	55	49 12 6
610	HAY:			
	Hay - - - - B. *a5*	237	200	190 8 4
	Hay - - - - N. *a5*	*220	150	110 11 9
607	LLANAFAN FAWR:			
	Abergwessin - - B. 4	*121	64	*289 15 6
	Llanafon Fawr, Undenominational - - 4	*128	71	285 15 6
609	LLANBEDR - - - Ch. 6	68	30	*245 0 6
607	LLANDDEWI'R CWM - N. 7	67	24	120 8 6
608	LLANDEFAILOGFACH:			
	Llandefaelog and Garthbrengy - - - N. 6	*82	40	*138 17 6
608	LLANDEFALLE - - N. 7	*90	57	*192 7 6
608	LLANDILOVANE			
	[illegible] - - - Bd. 6	90	7	*[illegible] 11 6
	No. 1 - - - - Bd. 6	45	24	*[illegible] 4 6
609	LLANELLY:			
	Brynmawr - - - Bd. 10	*[illegible]	[illegible]	[illegible]
	Brynmawr - - - N. 10	[illegible]	[illegible]	[illegible]
	Clydach - - - Bd. 10	[illegible]	[illegible]	[illegible]
	Darrenfelen - - - Bd. 10	[illegible]	[illegible]	[illegible]

No. of Dist., or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	No. of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
	Brecon—*cont.*			
609	Llanelly—*cont.*			
	[illegible] - - - Bd. 10	130	114	102 5 6
	Llanelly - - - N.	*		
607	LLANFIHANGEL ABERGWESSIN:			
	Llanfihangel, and Llandewi, Abergwessin - Ch.	72		
609	LLANFIHANGEL CWMDU OR ST. MICHAEL CWMDU:			
	Cwmdu - - - N. 6	134	58	302 8 [illegible]
608	LLANFIHANGEL FECHAN:			
	Castle Madoc - - B. 6	*40	23	*[illegible]
608	LLANFIHANGEL-NANT-BRAN - - - N. 6	*67	[illegible]	[illegible]
608	LLANFIHANGEL-TAL-Y-LLYN - - - - Ch. 7	96	61	*[illegible]
608	LLANFRYNACH - - Ch. 7	*96	68	*[illegible]
607	LLANGAMMARCH, LLANFECHAN, AND LLANDULAS-IN-TYR-ABBOT, U.D.:			
	Garth - - - Bd. 4	60	33	[illegible]
	Llandulas - - - Bd. 4	45	14	[illegible]
	Llangammarch - - Bd. 4	96	54	[illegible]
607	LLANGANTEN, LLANNYNYS, AND RHOSFERIG, U.D.:			
	[illegible] - - - Bd. 7	57	36	[illegible]
	Llanynis - - - Bd. 7	39	23	[illegible]
608	LLANGASTY TAL-Y-LLYN - - - - Ch. 7	47	29	[illegible]
609	LLANGATTOCK:			
	Beaufort Hill - - Bd. 10	603	[illegible]	[illegible]
	Llangattock - - Ch. 6	164	[illegible]	[illegible]
609	LLANGENNY - - - N. 6	*169	[illegible]	[illegible]
608	LLANGORSE - - - N. 7	81	42	[illegible]
609	LLANGUNIDR:			
	[illegible] - - - Bd. *a9*	[illegible]	[illegible]	[illegible]
	[illegible] - - - Ch. 6	[illegible]	[illegible]	[illegible]
	Rassau - - - Bd. *a9*	208	[illegible]	[illegible]
	Trevil - - - Bd. *a9*	56	18	[illegible]
608	LLANHAMLACH - - N. 7	*60	42	[illegible]
610	LLANIGON - - - N. *a5*	*63	34	235 6 4
608	LLANSPYDDID, U.D.:			
	Llanspyddid - - Bd. 6	99	67	[illegible]
	Llanspyddid - - N.	*		
608	LLANTHETTY:			
	Talybont - - - N. 7	*184	102	[illegible]
608	LLANTHEW - - - Bd. 7	*61	17	[illegible]
606	LLANVILLO, U.D. - Bd. 7	63	46	[illegible]
612	LLANWRTHWL - - Ch. 11	108	41	[illegible]
595	LLANWRTYD - - - Bd. 4	*156	104	[illegible]
610	LLYSWEN - - - N. *a5*	80	40	[illegible]
	Llywell. See TRAIAN GLAS.			

[illegible] daily grant

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	Brecon—*cont.*			£ s. d.
591	LOWER YSTRADGUNLAIS:			
	Abercrave - - - Bd. *a* 10	129	109	132 3 0
	Abercrave - - - N.	*		
	Cwmtwrch - - - Bd. 10	276	212	200 17 0
	Oddfellow Street - Bd. 10	465	231	192 4 0
	Ynyscedwyn - - Bd. 10	224	133	104 16 6
	Ynyscedwyn Iron Works - - -	*		
	Ystradgynlais - N.	*		
607	MAESMYNIS AND LLANGYNOG, U.D.:			
	Maesmynis and Llangynog - - - Bd. 7	48	24	32 8 0
608	MERTHYR CYNOG:			
	Merthyr Cynog - - Bd. 6	56	27	×‡48 2 6
	Pontfaen - - - Bd. 6	45	17	×27 6 0
	Upper Chapel - - Bd. 6	60	25	×34 7 0
	Nanttdu. See CANTREFF AND NANTDDU.			
	Pencae. See UPPER YSTRADGYNLAIS.			
588	PENDERYN:			
	Pont Prenllwyd - - Bd. 4	114	53	44 17 6
	Pentrefelyn. See YSCLYDACH.			
608	SENNY - - - - Bd. 7	45	37	††57 0 0
608	TALACHDDU:			
	Talachddu and Trawscoed - - - - N. 7	53	28	×37 6 0
610	TALGARTH:			
	Penygenffordd - - Bd. *b* 5	48	29	×32 18 2
	Talgarth - - - Bd. *b* 5	*229	166	125 12 0
	Talybont. See LLANTHETTY.			
608	TRAIAN-GLAS:			
	Llywell - - - Ch. 6	*162	36	36 18 0
	Trecastle - - - B. 6	152	68	64 13 6
608	TRALLONG - - - N. 6	*117	52	††73 6 0
	Trecastle. See TRAIAN-GLAS.			
590	UPPER YSTRADGYNLAIS:			
	Pencae - - - - N. 10	132	51	‡57 0 0
588	VAYNOR:			
	Cefn Coed - - - Bd. 3	532	445	429 14 6
	Vaynor - - - N. 3	*101	59	††66 16 0
	Velindre. See GLASBURY.			
	Ynyscedwyn. See LOWER YSTRADGYNLAIS.			
608	YSCLYDACH OR RHIDYBRIW:			
	Devynnock, Sir J. Davey's, Endowed - 6	*94	82	71 8 6
	Pentrevelyn - - N. 6	*92	32	††51 0 0
590	YSTRADVELLTEY:			
	Dinas Works - - B.	48	10	
	Ystradvelltey - - Bd. *c* 9	40	29	×‡67 2 8
	CARDIGAN.			£ s. d.
	Aberayon. See HENFYNYW AND LLANDEWI ABERARTH.			
	Aberbank. See HENLLAN.			
601	ABERPORTH - - N. 7	*110	62	44 5 0
605	ABERYSTWYTH (BOROUGH). *See also* LOWER VAINOR:			
	Aberystwith - - Bd. *e* 12	601	514	374 15 10
	Pen-y-Parke - - N. 2	*218	50	46 9 0
	Bangor. See MELINDWR.			
603	BETTWS BLEDRWS - Ch. 5	75	37	×‡56 7 6
606	BLAENPENAL AND LOWER LLEDROD, U.D.:			
	Bronant - - - Bd. 2	110	59	46 15 6
	Lledrod - - - Bd. 2	80	51	52 5 6
	Tanygareg - - - Bd 2	84	34	††51 9 0
601	BLAENPORTH - - N. 7	114	68	54 2 0
	Borth. See CYFOETH-Y-BRENIN, U.D.			
602	BRONGWYN:			
	Trewen - - - B. 11	102	50	††41 9 6
	Capel Sion. See LOWER LLANBADARN-Y-CROYDDIN.			
601	CARDIGAN (BOROUGH):			
	Cardigan - - - Bd. 7	410	234	216 9 6
	St. Dogmell's - - P. 7	116	85	78 14 6
	St. Mary's - - - N. 7	*241	164	144 7 6
603	CELLAN - - - - Ch. 5	*91	64	56 0 0
	Cenarth. See KENARTH (CARMARTHEN).			
605	CEULAN-Y-MAES-MAWR:			
	Talybont - - - B. 3	*218	125	105 15 0
604	CILCENNIN - - - Bd. 3	96	53	‡55 2 6
605	CLARACH - - - Ch. 11	94	39	‡48 19 6
605	CWMRHEIDOL, U.D.:			
	Llwynygroes - - Bd. 3	103	29	×‡48 2 6
	Ponterwyd - - - Bd. 3	100	37	††54 2 0
	Ystumtuen - - - Bd. 3	120	41	×‡57 19 6
605	CYFOETH-Y-BRENIN, U.D.:			
	Borth - - - - Bd. 2	201	76	73 13 0
	Borth - - - - N. 2	*152	84	65 12 0
	Rhyd-y-Pennau - - Bd. 2	201	95	102 8 6
605	ELERCH - - - - Ch. 12	80	42	×45 9 0
606	GARTHELI - - - P. 4	79	47	††47 9 6
606	GWYNFIL:			
	Llangeitho - - - B. 12	196	113	82 16 6

a 17 months' grant. *b* 11 months' grant *c* 16 months' grant. *e* 10 months' grant.

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	Cardigan—*cont.*			
606	Gwynfil—*cont.* Llangeitho - - - N.	•		
604	HENFYNYW: Aberayron - - - B. 1	240	126	127 7 6
	Henfynyw - - - N.	•		
602	HENLLAN: Aberporth - - - N. 11	*167	78	73 10 6
603	LAMPETER-PONT-STEPHEN, U.D.: Peterwell, Girls and Infants - - - Bd. 12	267	155	135 12 6
	St. Mary's - - - Bd. 12	48	30	†£34 17 4
	St. Peter's - - - Bd. 12	*167	76	77 18 0
605	LLANAFAN, Earl of Lisburne's - - - Ch. 12	201	95	96 16 0
604	LLANARTH, U.D.: Gwenlli - - - Bd. 1	72	38	†£55 5 5
	Llanarth - - - Bd. 1	216	120	107 12 8
	Llanarth and Llanina N. 1	*160	18	1 1 9
	Llwyndafydd - - Bd. 1	146	65	58 12 6
	Mydroilin - - - Bd. 1	87	81	£80 17 6
	Penlon - - - Bd. 1	87	65	62 2 6
	Talgareg - - - Bd. 1	93	67	£74 19 0
605	LLANBADARN FAWR, U.D.: Commins-coch - - Bd. 2	49	41	34 18 6
	Cwmpadarn, Infants - Bd. 2	86	30	24 15 0
	Penyfron - - - Bd. 2	114	60	60 12 0
605	LLANCYNFELIN - - Bd. 3	*263	88	82 19 0
605	LLANDDEINIOL - - Ch. 12	88	34	†38 0 0
604	LLANDDEWI ABERARTH: Aberayron - - - N. 1	*261	78	66 12 0
	Llandewi Aberarth - B. 1	121	59	55 18 6
	Llandewi Aberarth - N.	•		
606	LLANDEWI BREFI, U.D.: Llandewi Brefi - - Bd. 12	230	115	93 12 6
[illegible]	LLANDYGWYD - - N. 7	153	88	76 11 6
602	LLANDYSSIL: Llandyssil - - - Bd. 12	[illegible]	114	94 7 0
	Llandyssil - - - N. 12	[illegible]	70	59 10 0
	Pontshaen - - - Bd. 12	[illegible]	[illegible]	66 2 0
	St. David's - - - Bd. 12	[illegible]	42	£52 0 0
	Tregues - - - Bd. 12	[illegible]	52	£52 18 0
603	LLANFAIRCLYDOGAN - Bd. 4	150	71	†77 6 6
604	LLANFIHANGEL YSTRAD, U.D.: Cilmai Park - - - Bd. 4	[illegible]	95	94 7 0
	Cribin - - - - Bd. 4	[illegible]	65	£70 15 6
	Dihewid - - - Bd. 4	[illegible]	59	61 12 0
	Felinfach - - - Bd. 4	153	88	85 10 6
	Llangeitho. See GWYNFIL.			
601	LLANGOEDMORE, U.D.: Llangoedmore - - Ch. 7	[illegible]	32	29 12 0
	[illegible]d - - - Bd. 7	[illegible]	73	64 19 6
	Pen-y-Parke - - Bd. 7	[illegible]	70	£70 7 0
[illegible]	LLANGRANOG Llangranog - - - N.	•		
	Cardigan—*cont.*			
602	Llangranog—*cont.* Pontgarreg - - - B. 7	132	85	80 11 0
603	LLANGYBY - - - Bd. 5	83	58	£73 13 0
605	LLANILAR - - - Ch. 2	151	44	£45 6 0
604	LLANLLWCHAIARN: Cross Inn - - - Bd. 1	84	69	62 17 6
	Llanllwchaiarn - - N.	•		
	New Quay - - - Bd. 1	256	243	242 12 6
605	LLANRHYSTYD, U.D.: Bryn Herbert - - Bd. 3	101	43	[illegible]
	Cofadail - - - Bd. 3	105	52	[illegible]
	Llangwyryfon - - Bd. 3	106	46	[illegible]
	Myfenydd - - - N. 3	159	61	[illegible]
604	LLANSAINTFFRAID, U.D.: Cross Inn - - - Bd. 4	135	65	[illegible]
	Llannon - - - Bd. 3	223	143	[illegible]
	Pennant - - - Bd. 4	66	39	[illegible]
603	LLANWENOG: New Court - - - Bd. 12	138	93	[illegible]
	Llanwenog - - - N. 12	114	67	[illegible]
606	LLANWNEN, Undenominational - - - 12	79	51	[illegible]
606	LLANYCHAIARN: Chancery - - - Bd. 2	140	61	[illegible]
605	LOWER LLANBADARN-Y-CROYDDIN: Capel Sion - - - N. 2	126	63	[illegible]
605	LOWER LLANFIHANGEL-Y-CROYDDIN: Lower Llanfihangel-y-Croyddin - - - Bd. 3	162	68	[illegible]
605	LOWER VAINOR: Aberystwyth - - - N. a 12	606	208	[illegible]
605	MELINDWR: Bangor - - - N. 3	*135	9	[illegible]
	Goginan - - - Bd. 3	130	54	[illegible]
	Penllwyn - - - Bd. 3	215	83	[illegible]
606	NANTCWNLLE: Bwlchyllan - - - Bd. 4	108	51	[illegible]
	Penuwch - - - Bd. 4	139	55	[illegible]
602	PENBRYN: Glynarthen - - - Bd. 7	126	93	[illegible]
	Penbryn - - - Ch.	•		
	Penmorfa - - - Bd. 7	126	69	[illegible]
	Penrhyncoch. See TREFEIRIG.			
	Pen-y-parke. See ABERYSTWYTH (BOROUGH).			
	Pontgarreg. See LLANGRANOG.			
606	RHOSTIE - - - N. 2	67	34	[illegible]
	St. Dogmell's. See CARDIGAN (BOROUGH).			
613	SCYBOR-Y-COED - - Bd. 8	128	46	†£58 10 0
603	SILIAN - - - - N. 8	84	57	†£69 17 [illegible]

a 10 months' grant.

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	Cardigan—*cont.*			
605	STRATA FLORIDA, U.D.:			
	Pontrhydfendigaid - Bd. 12	223	102	80 17 0
	Strata Florida - - Bd. 12	50	27	20 13 0
	Talybont. See CEULAN-Y-MAES-MAWR.			
605	TREFEIRIG:			
	Penrhyncoch - - N. 3	195	75	76 19 0
	Trefeirig - - Bd. 3	208	93	81 7 6
603	TREFILAN - - - Ch. 5	103	31	††47 16 6
606	TREGARON, U.D.:			
	Blaencaron - - Bd. 12	54	23	×‡45 2 6
	Castell-Flemish - Bd. 12	69	42	†‡52 8 0
	Tregaron - - Bd. 12	181	107	103 4 0
	Tregaron - - - N. 12	145	93	79 3 0
	Trewen. See BRONGWYN.			
602	TROEDYRAUR, U.D.:			
	Brongest - - Bd. 11	132	66	‡64 7 0
	Bryn Llangunllo - Bd. 11	107	76	81 15 0
	Capel Cynon - Bd. 11	54	52	†‡69 13 0
	Rhydlewis - - Bd. 11	132	69	73 10 6
605	UPPER LLANFIHANGEL-Y-CROYDDIN:			
	Cwmystwyth - Bd. 3	142	70	61 11 8
	Devil's Bridge - Bd. 3	126	45	‡51 9 0
	Trisant - - Bd. 3	98	52	38 18 0
601	VERWICK, U.D. - Bd. 7	75	50	†‡65 1 4
606	YSPYTTY-YSTWITH - Bd. 3	219	88	‡87 0 0
606	YSTRAD MEURIG AND UPPER LLEDROD, U.D.:			
	Swyddffynon - - Bd. 12	124	64	‡75 11 0
	CARMARTHEN.			
597	ABERGWILLY:			
	Abergwilly - - - N. 3	*185	98	96 9 0
	Llanfihangeluwchgwili N. 3	*74	34	‡39 14 0
	Pantteg - - - B. 3	64	32	††48 1 0
	Peniel - - - B. *a*2	80	65	47 3 7
	White Mill - - - B. 12	121	60	48 0 0
	Yspytty - - - N.	81		
597	ABERNANT:			
	Abernant - - - N. 4	80	55	††72 3 6
	Penrhiwlas - - Bd. *b*11	73	31	×‡56 9 11
	Amman. See LLANDILO-FAWR, U.D.			
	Brooke. See LAUGHARNE.			
	Capel Cynfab. See LLAN-FAIR-CRY-BRYN.			
	Capel Mair. See LLANGE-LER.			
597	CARMARTHEN (BOROUGH):			
	Bridge Street - - N. 3	163	45	38 1 6
	Carmarthen, Practising N. 3	*589	343	300 2 6
	Johnstown - - - Bd 3	123	93	67 0 0

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	Carmarthen—*cont.*			
597	Carmarthen (Borough)—*cont.*	*		
593	Llanllwch - - - N.			
597	Pentrepoth - - Bd. 3	*750	553	483 17 6
	Priory Street - - N. 3	512	347	336 15 0
	Quay Street - - Bd. 3	102	110	96 6 0
	St. Mary's - - - R. 3	78	32	27 14 0
	Cefnarthen. See LLANFAIR-CRY-BRYN.			
602	CILRHEDYN:			
	Capel Evan - - Bd. 11	96	73	55 19 0
	Penwaun - - - Bd. 11	93	54	44 8 0
595	CIL-Y-CWM:			
	Berrisbrook - - N. 4	122	38	×44 6 0
	Cil-y-cwm - - - Ch. 4	*131	78	72 0 0
595	CONWIL CAYO:			
	Blaentwrch - - Bd. 5	48	30	×‡51 5 0
	Crugybar - - - Bd. 5	81	50	40 0 0
	Cwmcothi - - - Bd. 5	78	34	×‡54 13 0
	Farmers - - - Bd. 5	98	45	37 2 0
	Village - - - - Bd. 5	*133	61	‡63 7 6
597	CONWIL-IN-ELVET:			
	Conwil-in-Elvet - - Bd. *b*11	*169	115	106 8 3
	Cwmduad - - - Bd. *b*11	100	46	36 2 6
	Nantgwrhys - - Bd. *b*11	88	57	†57 2 11
	Cwmamman. See LLANDILO-FAWR, U.D.			
	Cwmdwr. See MYDDFAI.			
	Dafen. See LLANELLY, U.D.			
598	EGLWYS-CIMMIN:			
	Tremoilet Memorial - 4	*117	48	†46 0 0
	Felinfoel. See LLANELLY, U.D.			
	Ferryside, St. Thomas. See ST. ISHMAEL.			
	Gwendraeth. See LLANELLY, U.D.			
	Hendy. See LLANEDY.			
598	HENLLAN AMGOED AND LLANFALLTEG, U.D. *See also* PEMBROKESHIRE:			
	Henllan Amgoed - Bd. *a*4	99	63	‡66 14 3
	Idole. See LLANDEFEILOG.			
602	KENARTH, U.D.:			
	Adpar - - - - Bd. 11	144	118	103 5 0
	Kenarth - - - N. 11	135	47	44 7 6
	Newcastle Emlyn - N. 11	189	105	84 5 0
	Parkylan - - - Bd. 11	84	28	††41 12 0
594	KIDWELLY, ST. MARY, U.D.:			
	Castle - - - - Bd. *c*3	*128	85	123 8 7
	Hillfield - - - Bd. *c*3	318	161	206 1 1
	Kidwelly - - - N. *c*3	233	121	157 4 6
	Mountain - - - Bd. *c*3	258	152	189 19 2
597	LAUGHARNE:			
	Brooke - - - N. 5	75	32	††47 6 0
	Laugharne - - - N. 5	233	201	194 15 6

a 11 months grant. *b* 13 months' grant. *c* 17 months' grant.

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	Carmarthen—*cont.*			
	Llanarthney. See LLANDEBIE, U.D.			
598	LLANBOIDY AND LLANGAN, U.D.:			
	Llanboidy - - - Bd. 5	126	103	101 15 6
	Penygaer - - - Bd. 5	57	32	†36 12 0
	Whitland - - - Bd. 5	211	189	165 7 6
	Llanddarog. See LLANDEBIE, U.D.			
605	LLANDDAUSANT - - B. 4	123	63	48 16 6
596 & 597	LLANDEBIE, LLANFIHANGEL-ABERBYTHYCH, LLANDDAROG AND LLANARTHNEY, U.D.:			
	Ammanford - - Bd. 11	366	308	274 6 9
	Capel Dewi - - - Bd. 1	72	37	*†36 5 6
	Drefach - - - Bd. 11	145	112	103 12 0
	Maesybont - - - Bd. 11	77	63	59 8 0
	Llanarthney - - N. a12	96	68	62 16 0
	Llanddarog - - - N. a3	*110	84	64 5 4
	Llandebie - - - N. 12	*213	134	117 5 0
	Llanfihangel Aberbythych - - - N. 1	111	85	†82 5 0
	Penygroes - - - Bd. 11	190	126	116 12 0
597	LLANDEFEILOG:			
	Idole - - - - B. a2	*113	72	57 14 1
	Llandefeilog - - N. 5	*110	78	69 5 0
	Llandilo, Capel Isaac. See LLANDILOFAWR, U.D.			
598	LLANDILOFAWR, U.D.:			
	Brynamman - - Bd. 11	447	392	190 7 2
	Bettws - - - Bd. 11	173	137	112 12 5
	Capel Isaac - - - B. 1	77	57	*59 17 6
	Cwm Amman - - N. 11	243	186	133 11 0
	Cwm Ivor - - - Bd. 1	94	45	†52 15 0
	Glanamman - - Bd. 11	296	205	*91 11 6
	Llandilofawr - - N. 1	308	239	202 17 6
	Salem - - - - Bd. 1	94	50	43 14 0
	Tabernacle - - - Bd. 1	181	102	87 9 0
	Taliaris, Endowed - B.	86	13	
	Trap - - - - N. 1	*94	66	54 1 0
595	LLANDINGAT:			
	Llandovery - - - B. 4	*274	252	220 10 0
	Llandovery - - - N. 4	*205	85	68 1 6
598	LLANDISILIO, U.D. *See also* PEMBROKESHIRE:			
	Dolyelvel - - - Bd. 5	109	57	*†77 0 0
	Ffynnon Wen - - Bd. 5	79	61	†63 7 6
	Pantycaws - - - Bd. 5	108	64	65 0 0
	Llandovery. See LLANDINGAT.			
597	LLANDOWROR - - N. 5	85	55	*†68 2 6
594	LLANELLY:			
	Henry - - - N. 11	439	301	263 7 6
	Old Llanedy - - N. 12	81	55	†59 3 0
	Tycroes - - - N. 11	165	177	154 17 6
596	LLANFIHANGEL AND BRECHFA, U.D.:			
	Brechfa - - - Bd. 4	91	76	63 3 0
	Court Henry - - Bd. 1	120	64	53 2 0

a 11 months' grant.

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	Carmarthen—*cont.*			
596	Llanfihangel and Brechfa, U.D.—*cont.*			
	Llanfihangel - - - N. 1	130	48	46 6 0
	Velingwm - - - Bd. 1	95	66	69 7 0
594	LLANELLY:			
	Bryn - - - - Bd. 2	513	373	346 7 0
	Bethel - - - - Bd. 2	152	91	93 19 0
	Copper Works - - Bd. 13	741	743	611 1 7
	Dafen - - - - Bd. 13	284	234	250 2 5
	Furnace - - - Bd. 13	*341	271	279 10 0
	Felinfoel, Trinity - N. 1	150	114	93 13 0
	Five Roads - - - Bd. 13	*164	63	61 17 1
	Gwynfryn - - - B. 10	202	169	140 0 6
	Higher Trade - - Bd. 2	502	250	287 14 6
	Lakefield Road - - Bd. 2	977	725	722 14 3
	Llwynon - - - N. 1	454	309	275 2 6
	Llwynhendy - - - R. 1	98	60	43 16 0
	Llwynhendy - - - Bd. 2	*384	393	409 14 0
	Morfa-uchaf - - - Bd. 2	145	109	93 13 6
	Morfa-st Street - - Bd. 2	*661	527	472 6 2
	New Dock - - - Bd. 2	*665	503	475 6 0
	Old Road - - - Bd. 2	539	398	385 4 0
	Park Street - - - Bd. 13	360	220	239 0 0
	Pentyrates - - - Bd. 13	118	97	81 4 6
	Prospect Place - - Bd. 2	*382	131	118 7 0
	Spitty - - - - Bd. 2	108	94	80 3 0
595	LLANFAIR-CEY-BRYN:			
	Capel Cynfab - - N. 4	*90	44	36 5 0
	Carmarthen - - - B. 5	76	27	×†48 12 6
	Rhandirmwyn - - N. 4	*114	63	44 15 2
	Llanfihangel Aberbythic. See LLANDEBIE, U.D.			
594	LLANFIHANGEL ABER-GWEN			
	Bancycoin - - - Bd. 44	*116	80	70 19 11
	Glasfryn - - - Bd. 5	91	69	74 14 6
602	LLANFIHANGEL-AR-ARTH			
	Adamsden - - - Bd. 12	82	40	35 0 0
	Llanfihangel-ar-Arth - N. 12	114	64	†66 0 0
	New Inn - - - Bd. 12	82	50	38 13 0
	Penuadar - - - Bd. 12	124	107	85 0 0
603	LLANFIHANGEL RHOS-Y-CIEN:			
	Gwernogle - - - Bd. 4	91	53	*53 14 6
	Llanfihangel Ucch Gwili. See ABERGWILLI.			
598	LLANFYNYDD:			
	Llanfynydd - - - N. 11	105	50	†30 6 0
	Penygarn - - - N. 11	43	23	×†42 14 0
595	LLANGADOCK:			
	Bethlehem - - - Bd. 4	60	39	36 1 0
	Gwynfe - - - Bd. 4	93	65	†67 16 0
	Llanfair-ucch - - Bd. 4	*250	150	140 7 6
597	LLANGAIN - - - Bd. 12	76	50	†60 0 0
596	LLANGATHEN - - Bd. 1	100	46	46 14 6
602	LLANGELER:			
	Capel Mair - - - N. 11	124	45	36 7 6
	Llangeler - - - N. 11	154	61	44 5 [illegible]
	Saron - - - - B. 11	115	97	75 12 [illegible]
597	LLANGENDEIRNE:			
	Bankffosfelen - - Bd. 12	100	73	68 1 [illegible]

b 13 months' grant.

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	Carmarthen—*cont.*			
597	Llangendeirne—*cont.*			
	Llangendeirne - - P. 5	149	62	58 18 0
	Pontyates - - Bd.*a*11	136	28	15 18 6
594	LLANGENNECH:			
	Llangennech - B. 12	452	218	190 15 0
	Llangennech - Ch. 12	*443	171	147 1 6
597	LLANGINNING - - Bd. 4	90	40	‡46 16 0
597	LLANGUNNOCK:			
	Vaughan's Charity - 5	124	74	70 6 0
597	LLANGUNNOR:			
	Llangunnor - - N. 2	99	36	25 8 9
	Philadelphia - - Bd. 12	74	39	30 3 0
597	LLANLLAWDDOG - - B.	*81		
593	LLANLLWCH - -	*		
603	LLANLLWNI - - - N. 4	121	89	77 17 6
594	LLANNON:			
	Bryndu - - - Bd. 1	143	117	102 7 6
	Llannon - - - N. 1	*147	69	72 9 6
597	LLANPUMPSAINT - - B.*a*11	*138	102	84 7 10
595	LLANSADWRN - - Bd. 3	174	68	‡71 0 0
	Llansaint. See ST. ISHMAIL.			
596	LLANSAWELL - - Bd. 5	132	110	95 0 0
597	LLANSTEPHAN:			
	Llanstephan - - N. 5	290	75	73 5 0
	Llanybri - - - N. 5	101	42	35 14 0
597	LLANWINIO:			
	Cwmbach - - - Bd. 5	156	77	69 5 0
595	§LLANWRDA, Endowed 4	117	56	44 15 0
	Llanybri. See LLANSTEPHAN.			
603	LLANYBYTHER:			
	Abergorlech - - Bd. 4	81	60	×67 10 0
	Llanybyther - - Bd. 4	159	137	127 1 0
	Rhydcymere - - Bd. 4	74	45	†47 2 6
603	LLANYCRWYS - - Bd. 4	89	50	‡54 18 0
597	MEETHYR - - - N. 12	*80	11	†4 13 7
595	MYDDFAI:			
	Cwmdwr - - - N. 4	*83	26	×‡47 13 0
	Mothfai - - - N. 4	80	65	56 17 6
597	MYDRIM - - - N. 2	*130	62	‡57 9 6
	Newcastle Emlyn. See KENARTH.			
597	NEWCHURCH - - N. *b*2	141	49	34 16 3
	Pantteg. See ABERGWILLY.			
594	PEMBREY:			
	Copper Works - - Bd.*c*12	509	475	549 19 1
	Pembrey - - - N. 10	139	121	109 6 0
	Pembrey Village - Bd. 10	180	160	131 3 0
	Pwll - - - - Bd.*c*12	183	158	161 7 0

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	Carmarthen—*cont.*			
594	Pembrey—*cont.*			
	Trimsaran - - - Bd. 10	275	166	132 19 0
602	PENBOYR - - - N. 11	189	168	133 3 0
603	PENCARREG:			
	Coedmore - - - Bd. 4	96	83	72 16 4
	Dolgwm - - - Bd. 4	85	52	50 17 0
	Esgerdawe - - - Bd. 4	70	41	††54 17 6
	Peniel. See ABERGWILLY.			
	Penygarn. See LLANFYNYDD.			
	Pontyates. See LLANGENDEIRNE.			
	Rhandirmwyn. See LLANFAIR-CRY-BRYN.			
597	ST. CLEARS:			
	St. Clears - - - Bd. 5	180	88	80 2 6
	St. Clears - - - N. 5	113	63	56 14 6
597	ST. ISHMAEL:			
	Ferryside, St. Thomas P. 5	*165	118	91 19 0
	Llansaint - - - N. 5	94	101	76 17 6
	Saron. See LLANGELER.			
596	TALLEY:			
	Cwmdu - - - Bd. *b*4	66	25	†25 2 10
	Talley - - - Bd. *b*4	140	66	46 3 10
597	TRELEACH-AR-BETTWS:			
	Alma - - - - Bd.*a*11	99	23	††41 12 0
	Davies' Charity - - 5	98	70	45 6 0
	Treleach Village - Bd. 5	112	78	64 13 0
	Tremoilet. See EGLWYSCIMMIN.			
	Tycroes. See LLANEDY.			
	Whitemill. See ABERGWILLY.			
	Yspytty. See ABERGWILLY.			
	CARNARVON.			
628	ABER - - - - Ch. 3	106	44	35 13 4
626	ABERDARON, U.D.:			
	Bryncroes - - - Bd. 7	125	65	55 3 6
	Deunant - - - Bd. 7	163	68	52 16 0
	Llidiardau - - - Bd. 7	94	46	††55 12
	Rhiw and Bryncroes - N.	*		
	Rhiw - - - - Bd. 7	85	54	41 19 0
626	ABERERCH:			
	Abererch - - - N. 10	*155	51	36 17
	Abererch, Junior - N. 10	81	49	46 7
628	BANGOR, U.D.:			
	Bangor, Infants - - N.	*		
	Bangor - - - N. 2	*499	345	336 3 4
	Bangor - - - R. 2	100	50	38 13 0
	Garth - - - Bd. 2	*558	300	270 10 0
	Glanadda - - - Bd. 2	173	163	141 11 0

a 13 months' grant. *b* 11 months' grant. *c* 14 months grant.

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	Carnarvon—*cont.*			
628	Bangor, U.D.—*cont.*			
	Glasynfryn - - - N. 2	141	87	81 11 6
	St. Paul's - - - Bd. 2	*594	384	383 12 6
	Upper Bangor - - N. 2	310	194	188 6 6
	Vaynol - - - N. 2	*212	112	85 5 0
625	Beddgelert:			
	Beddgelert - - - Bd. 11	*194	77	†79 17 0
	Beddgelert - - - N.	*		
	Nantgwynant - - Bd. 11	72	26	‡‡49 1 0
	Nantmor - - Bd. 11	72	48	*‡63 19 6
	Rhyd-ddu - - - Bd. 11	93	39	*‡56 1 6
628	Bethesda:			
	Bethesda - - - B. 6	386	260	227 10 0
	Cefnfaes - - - B. 6	381	196	157 7 0
	Gerlan - - - N. 6	195	101	78 11 0
	Glan Ogwen, Boys - N. 6	241	81	78 19 0
	Glan Ogwen, Girls and Infants - - N. 6	*227	133	106 16 0
	Llaullechid - - - B. 6	190	128	111 5 6
	Llanllechid - - N. 6	*254	119	104 2 6
	Bettws Garmon. See Llanwnda.			
621	Bettws-y-Coed - - Ch. 7	192	102	83 12 6
	Blaenau. See Dolwyddelan.			
	Bodafon. See Llandudno.			
626	Bodfean - - - N. 7	*58	28	†‡41 13 0
	Bodfeirig. See Llandegai.			
	Bontnewydd. See Llanbeblig.			
626	Bottwnog - - - N. 7	*54	39	×‡58 2 6
	Bronyfoel. See Llandwrog.			
629	Caerhun, Llanbedr-y-Cennin, and Dolgarrog, U.D.:			
	Llanbedr and Caerhun N.	*		
	Roe Wen - - - Bd. 3	*150	84	64 19 0
	Talybont - - - Bd. 3	147	71	56 15 6
	Capel Curig. See Llanrychwyn.			
627	Carnarvon (Borough):			
	Carnarvon - - Bd. 1	*811	550	503 0 0
	Carnarvon, Model - N. 1	*1,174	550	481 0 10
	Carnarvon - - - R. 1	46	27	20 15 0
	Twthill - - - Bd. 1	127	84	78 13 6
	Cefnfaes. See Bethesda.			
627	Clynnog:			
	Clynnog - - - N. 10	*105	74	62 17 0
	Pantglas - - - N. 10	*146	46	*‡58 3 6
	Colwyn. See Llandrillo, U.D.			
629	Conway (Borough):			
	Conway - - - N. 3	*505	417	379 3 4
	Towyn Deganwy - Ch. 3	100	28	23 13 8

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	Carnarvon—*cont.*			
628	Criccieth - - - Bd. 10	311	179	170 16 6
	Cwm. See Penmachno.			
621	Dolwyddelan:			
	Benman - - - N. 7	47	13	†25 4 0
	Dolwyddelan - - N. 7	215	142	124 5 0
629	Dwygyfylchi:			
	Dwygyfylchi - - B. 3	217	90	85 11 6
	Dwygyfylchi - - N. 3	181	71	67 12 6
	Penmaenmawr - - N. 3	*348	198	176 18 0
626	Edeyrn - - N. 7	*146	120	106 17 6
629	Eglwys Rhos N. 3	143	64	64 0 0
621	Eidda:			
	Ysgytty - - - N. 5	*119	82	69 4 6
	Gerlan. See Bethesda.			
	Glan Llugwy. See Bettws-y-Coed.			
	Glan Ogwen. See Bethesda.			
	Glasynfryn. See Bangor, U.D.			
626	Llanaelhaiarn:			
	Llanaelhaiarn - - Bd. 10	102	90	72 6 6
	Trevor Welsh Granite Company's - - 10	166	120	108 1 0
626	Llanarmon - - - N. 10	171	94	72 15 0
627	Llanbeblig:			
	Bontnewydd - - N. 11	*211	140	140 6 0
	Waenfawr - - - N.	*		
	Waenfawr - - - Bd. 11	272	192	182 6 0
	Llanbedr and Caerhun. See Caerhun, U.D.			
626	Llanbedrog - - N. 7	120	79	62 10 0
627	Llanberis:			
	Dolbadarn - - - Bd. 12	682	372	370 6 6
	Nant Peris - - - Bd. 12	*126	72	70 10 0
627	Llanddeiniolen:			
	Bethel - - - Bd. 11	228	140	135 5 0
	Deiniolen - - - Bd. 11	*540	337	344 11 6
	Dinorwic - - - Bd. 11	100	90	73 6 0
	Llanddeiniolen, Undenominational - 11	*162	82	82 14 0
	Llandinorwig - - N. 11	*300	89	71 — 0
	Penisarwaun - - Bd. 11	226	160	158 15 0
	Rhiwlas - - - Bd. 11	250	143	128 0 0
628	Llandegai:			
	Bodfeirig - - - N. 6	350	184	180 11 6
	Goth, Infants - - N. 2	90	84	63 0 0
	Llandegai, Girls - N. 2	141	101	106 4 0
	Llandegai - - - N. 2	141	103	103 0 0
	Tyntwyr - - - N. 6	200	71	53 1 6
	Llandinorwig. See Llanddeiniolen.			

† 14 months' grant.

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	Carnarvon—*cont.*			
629	LLANDRILLO AND EIRIAS, U.D. *See also* DENBIGHSHIRE:			
	Colwyn - - - Bd. 3	172	138	124 9 0
	Colwyn - - - N. 3	*121	98	76 10 6
629	LLANDUDNO:			
	Bodafon - - - N. 3	120	70	50 13 0
	Llandudno - - - Bd. 3	449	379	356 3 6
	Llandudno - - - N. 3	388	233	315 3 6
627	LLANDWROG:			
	Bronyfoel - - - N. 11	*196	148	116 19 6
	Llandwrog - - - N. 11	*212	57	44 9 0
	Nanttle - - - Bd. 11	152	84	77 15 0
	Penfforddelen - - Bd. 11	282	221	200 3 7
626	LLANENGAN:			
	Llanengan - - - B. 7	176	120	97 18 0
	Llanengan - - - N. 7	*102	21	16 18 6
627	LLANFAIR-IS-GAER:			
	Llanfair-is-Gaer - - N. 1	*252	125	103 5 6
	Port Dinorwic - - Bd. 1	300	152	135 3 0
628	LLANFAIR FECHAN - N. 3	*518	284	253 2 11
629	LLANGELYNIN, Gyffin - N. 3	*79	37	†‡47 15 0
626	LLANGIAN - - - Ch. 7	172	110	96 2 0
626	LLANGWNADLE - - N. 7	*106	38	†‡49 11 0
629	LLANGWSTENNIN:			
	Glanwydden - - Bd. 3	129	87	76 3 0
	Llangwstennin - - N. 3	99	72	55 15 0
626	LLANGYBI - - - Bd. 10	94	56	65 0 0
626	LLANIESTYN - - - N. 7	*141	80	62 6 0
	Llanllechid. See BETHESDA.			
627	LLANLLYFNI:			
	Llanllyfni, Mixed and Infants - - - Bd. 10	*190	152	135 2 0
	Nebo - - - - Bd. 10	128	90	83 9 0
	Penygroes - - - Bd. 10	424	326	285 5 0
	Talysarn - - - Bd. 10	383	318	272 11 0
626	LLANNOR AND LLANFIHANGEL-BACHELLAETH, U.D.:			
	Llannor - - - N. 7	*122	71	58 6 0
	Rhydyclafdy - - Bd. 7	96	66	‡64 8 0
621	LLANRHYCHWYN:			
	Capel Curig - - N. 7	99	35	†35 9 0
627	LLANRUG:			
	Bryn Eryr - - - Bd. 12	*258	169	159 11 6
	Caeathraw - - - Bd. 12	106	38	30 5 0
	Cwmyglo, Infants - Bd. 12	150	89	64 16 6
	Glan Moelyn - - Bd. 12	172	104	89 18 6
627	LLANWNDA AND BETTWS GARMON, U.D.:			
	Bettws Garmon - - Bd. 11	66	18	×‡40 15 0
	Rhostryfan - - - Bd. 11	235	176	154 0 0
626	LLANYSTUMDWY - - N. 10	*167	96	89 3 9
629	LLYSFAEN - - - - N. 3	*253	116	87 16 6
621	MAENAN, U.D.:			
	Maenan - - - Bd. 7	174	60	†‡80 0 0
626	NEVIN:			
	Nevin - - - - Bd. 7	*303	194	169 15 0
	Nevin - - - - N.			
	Pantglas. See CLYNNOG.			
621	PENMACHNO:			
	Cwm - - - - N. 7	99	75	50 12 6
	Penmachno - - N. 7	*212	107	96 1 0
	Penmaenmawr. See DWYGYFYLCHI.			
625	PENMORFA, U.D.:			
	Dolbenmaen Garn - Bd. 11	206	61	51 17 0
	Penmorfa - - - Bd. 11	121	85	66 15 0
	Pennant - - - Bd. 11	63	20	×‡43 10 0
	Prenteg - - - Bd. 11	72	50	37 10 0
626	PISTILL, U.D.:			
	Llithfaen - - - Bd. 7	123	101	84 13 6
626	PWLLHELI (BOROUGH):			
	Pwllheli - - - N. 7	*274	195	176 5 6
	Troedyr Allt - - Bd. 7	*364	274	239 15 0
	Rhiw and Bryncroes. See ABERDARON, U.D.			
	Towyn Deganwy. See CONWAY.			
621	TREFRIW - - - N. 5	193	114	99 15 0
	Trevor. See LLANAELHAIARN.			
626	TYDWEILIOG - - N. 7	122	78	†85 3 0
	Tyntwr. See LLANDEGAI.			
	Vaynol. See BANGOR, U.D.			
	Waenfaw. See LLANBEBLIG.			
625	YNYSCYNHAIARN:			
	Borth - - - - Bd. 11	160	108	103 14 6
	Morfa Bychan - - Bd. 11	89	32	†‡48 1 0
	Pentrefelin - - Bd. 11	120	35	†‡50 12 6
	Portmadoc, Chapel Street - - - Bd. 11	*303	187	204 4 6
	Portmadoc, Snowdon Street - - - Bd. 11	*534	421	397 19 0
	Tremadoc - - - Bd. 11	*214	98	83 17 0
	Ysbytty. See EIDDA.			
	DENBIGH.			
618	ABENBURY, U.D. - - Bd. 4	48	26	22 15 0
620	ABERGELE, RURAL:			
	Towyn - - - N. 2	161	68	‡81 3 0
620	ABERGELE, URBAN:			
	Abergele - - - N. 2	*437	332	313 9 0
618	ACTON, Park - - N. 3	122	95	77 17 6

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	Denbigh—*cont.*			
618	ALLINGTON:			
	Lavister - - - Ch. 3	58	44	36 6 0
618	BERSHAM, U.D.:			
	Bersham Village - Bd. 10	*330	175	169 5 6
	Penygelli - - - Bd. 10	*798	603	624 1 0
620	BETTWS-YN-RHOS:			
	Bettws-in-Rhos - - N. 8	*99	65	50 8 0
	Tredarth - - - N. 6	90	83	†44 16 6
	Blaenau Llangerniew. See LLANGERNIEW.			
618	BROUGHTON:			
	Brynteg - - - Bd. 11	480	395	321 14 6
	Pentre - - - Bd. 11	*520	403	426 19 0
618	BRYMBO:			
	Bwlch Gwyn - - Bd. 10	282	211	176 16 0
	Brymbo - - - Ch. 5	503	377	329 17 6
	Vron - - - - Bd. 11	253	196	184 6 6
622	BRYNEGLWYS - - N. 6	97	41	†52 15 6
618	BURTON:			
	Burton (Gresford) - N. 3	*92	46	36 12 0
	Rossett - - - N. 5	179	158	124 2 6
	Bylchau. See HENLLAN.			
	Cefn Meriadog. See ST. ASAPH.			
622	CERRIG-Y-DRUIDION:			
	Cerrig-y-druidion - N. 6	85	55	45 3 0
	Cerrig-y-druidion, Infants - - - - N. 6	*78	30	23 2 6
	Tynyfelin - - - Bd. 6	74	72	†83 0 0
352	CHIRK:			
	Chirk - - - - B. *a*	153	110	116 3 9
	Chirk - - - - N. *a*	*160	135	146 18 7
	Pentre - - - - N. *a*	142	143	122 18 1
619	CLOCAENOG - - - Bd. 4	116	37	†48 16 0
620	DENBIGH (BOROUGH):			
	Denbigh - - - N. 4	*456	297	269 5 6
	Denbigh - - - B. 4	83	54	31 7 0
	Fron Goch, Infants - Bd. 4	246	145	125 5 0
	Henllan - - - Bd. 4	185	105	82 2 6
	Love Lane - - - Bd. 4	*366	304	305 4 6
619	DERWEN - - - N. 7	*112	68	†62 0 8
	Eglwyseg. See LLANGOLLEN.			
621	EGLWYSPACH - - N. 7	*175	114	83 17 0
618	ERBISTOCK - - - P. 7	57	42	†42 12 0
618	EYTON - - - - N. 4	96	78	65 1 0
622	GLYN-TRAIAN:			
	Pontfadog - - - N. 8	46	106	84 7 0
618	GRESFORD - - - N. 3	*325	178	166 17 6
618	GWERSYLLT:			
	Cross Street, Infants - N. 3	155	41	29 14 6
	Gwersyllt - - - N. 3	*354	308	266 13 6
	Rhosddû - - - N. 10	199	107	76 11 6
621	GWYTHERIN - - - Bd. 5	*110	36	†38 6 0
619	GYFYLLIOG - - - Bd. 6	*108	67	†73 15 6
620	HENLLAN RURAL:			
	Bylchau - - - N. 6	72	27	†40 19 0
	Rhydzaled - - - Bd. 4	48	37	†46 16 0
	Trefnant, Trinity - N. 4	*83	59	†85 12 6
618	HOLT:			
	Holt, Endowed - - 4	240	120	87 8 0
	Isycoed. See RIDLEY.			
	Lavister. See ALLINGTON.			
622	LLANARMON - DYFFRYN-CEIRIOG:			
	Llanarmon-Dyffryn-Ceiriog - - - Bd. 8	73	42	†53 6 0
	Llanarmon-Dyffryn-Ceiriog - - - N.	*		
619	LLANARMON-IN-YALE - Bd. 6	202	128	117 16 0
619	LLANBEDR - - - N. 7	*95	27	†32 19 6
621	LLANDDOGET - - N. 7	99	66	†68 4 0
620	LLANDDULAS:			
	Llanddulas, Girls - N. 2	64	56	51 16 0
	Llanddulas - - - N. 2	183	111	97 2 6
619	LLANDEGLA - - - N. 6	114	63	†73 6 6
620	LLANDRILLO AND EIRIAS, U.D. *See also* CARNARVONSHIRE:			
	Colwyn Bay - - Bd. 3	386	221	211 2 6
	Llwydgoed - - - Bd. 3	76	40	† 48 2 6
619	LLANDYRNOG - - N. 4	*141	75	61 15 0
620	LLANEFYDD - - - N. 6	170	89	†101 1 6
620	LLANELIAN - - - N. 3	119	48	† 52 0 0
619	LLANELIDAN - - - N. 5	*158	76	55 2 0
619	LLANFAIR-DYFFRYN-CLYWDD, E.M.:			
	Llanfair-dyffryn-Clywdd N. 4	133	74	66 13 0
	Pentrecelyn - - Bd. 4	128	76	74 16 0
620	LLANFAIR TALHAIARN:			
	Llanfair Talhaiarn - Bd. 6	116	61	58 11 6
	Llanfair Talhaiarn - N. 6	*81	54	59 19 0
619	LLANFERRAS - - - N. 4	*128	61	66 3 0
616	LLANGEDWYN - - N. 7	101	73	†87 6 0
621	LLANGERNIEW:			
	Blaenau - - - B. 5	*132	93	†109 11 4
	Llangerniew - - N. 5	130	97	113 15 6
622	LLANGOLLEN:			
	Eglwyseg - - - N. 7	96	44	× 201 6
	Garth - - - - Bd. 11	126	103	97 6
	Llangollen - - - Bd. 11	*370	244	16
	Llangollen - - - N. 11	*349	178	17
	Trevor - - - - N. 11	*149	89	17
	Vron - - - - Bd. 11	*296	148	4
622	LLANSILIN:			
	Dinmael - - - Bd. 7	78	61	†84 15

× 25 months' grant.

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	Denbigh—*cont.*			£ s. d.
622	Llangwm—*cont.*			
	Llangwm - - - N. 6	68	29	††46 15 0
619	LLANGYNHAFAL - - Bd. 5	128	56	43 5 0
619	LLANRHAIADR-IN-KIMMERCH:			
	Llanrhaiadr - - - N. 4	*148	97	73 2 0
	Prion - - - - Ch. 4	120	49	††64 7 0
616	LLANRHAIADR-YN-MOCHNANT, U.D.:			
	Cefn-hir-fach - - Bd. *a*6	48	23	×‡40 18 2
	Cwmdu - - - Bd. *a*6	45	20	×‡46 13 4
	Llanrhaiadr - - Bd. *a*6	*176	102	79 4 0
	Llanrhaiadr - - N. *a*6	*148	53	43 12 2
621	LLANRWST:			
	Capel Garmon - - Bd. 7	118	78	‡75 15 0
	Llanrwst - - - Bd. 7	*273	137	139 11 0
	Llanrwst - - - N. 7	*223	123	118 0 6
	Nebo - - - - Bd. 7	60	43	×46 3 0
	Watling Street, Infants - - - - Bd. 7	181	124	107 8 0
629	LLANSAINTFFRAID:			
	Llansaintffraid Glan Conway - - - N. 3	205	116	103 3 6
622	LLANSAINTFFRAID GLYN CEIRIOG:			
	Llansaintffraid Glyn Ceiriog - - - N. 8	*130	95	74 4 0
	Llansaintffraid Glyn Ceiriog - - - Bd. 58	145	153	25 13 3
620	LLANSANNAN - - N. 5	*211	96	‡90 8 6
352	LLANSILIN, U.D.:			
	Llansilin - - - N. 4	130	69	55 5 0
	Moelfre - - - Bd. 4	73	38	††53 5 0
	Pontricket - - - Bd. 8	66	54	76 7 0
	Rhiwlas - - - Bd. 4	92	46	††65 19 0
622	LLANTYSILIO - - P. 7	*112	49	†54 12 6
619	LLANYCHAN - - - Ch. 5	*125	34	31 9 0
618	MARCHWIEL - - - N. 7	108	85	73 6 4
618	MINERA - - - - N. 10	*314	172	136 9 6
619	NANTGLYN - - - Bd. 4	*96	60	†53 8 0
	Pentre. See CHIRK.			
621	PENTREVOELAS - - N. 5	111	61	44 3 0
	Penycae. See RUABON.			
	Pontfadog. See GLYNTRAIAN.			
	Prion. See LLANRHAIADR.			
	Rhos-Llanerchrugog. See RUABON.			
	Rhos-y-Medre. See RUABON.			

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	Denbigh—*cont.*			£ s. d.
618	RIDLEY:			
	Isycoed - - - N. 4	93	76	‡68 12 0
	Rossett. See BURTON.			
618	RUABON, U.D.:			
	Acrefair - - - Bd. 10	427	356	350 18 0
	Cefn - - - - Bd. 11	657	344	318 3 0
	Pen-y-cae - - - N. 3	200	192	157 9 0
	Ponkey - - - Bd. 11	432	343	299 8 0
	Rhos-Llanerchrugog - Bd. 11	*613	519	457 13 0
	*Rhos-Llanerchrugog - N. 3	*361	266	232 15 0
	Rhos-y-Medre - - N. 11	278	221	193 7 6
	Ruabon - - - N. 10	*364	221	174 3 6
619	RUTHIN AND LLANFWROG, U.D.:			
	Rhos Street - - Bd. 4	*484	208	185 6 6
	Ruthin - - - N. 4	299	196	168 18 6
620	ST. ASAPH. *See also* FLINTSHIRE):			
	Cefn Meriadog - - N. 4	62	46	†44 7 0
620	ST. GEORGE (St. Asaph) - - - Ch. 6	144	67	†73 10 6
618	STANSTY:			
	Rhossdu - - - Bd. 11	409	338	301 9 0
	Towyn. See ABERGELE.			
	Trefnant. See HENLLAN.			
	Trefor. See LLANGOLLEN.			
	Trofarth. See BETTWS-IN-RHOS.			
618	WREXHAM (BOROUGH):			
	Wrexham - - - B. 11	*903	687	707 14 0
	Wrexham - - - N. 10	*1,131	759	751 0 6
	Wrexham - - - R. 10	485	203	171 3 6
	FLINT.			
	Bagillt. See HOLYWELL.			
618	BANGOR:			
	Monachorum, Boys - N. 4	67	38	31 7 0
	Monachorum, Girls - N. 4	136	63	49 13 6
	BETTISFIELD - - Ch. *c*11	80	52	34 14 2
	Bistre. See MOLD.			
	Bod Elwyddan. See ST. ASAPH.			
620	BODFARY - - - N. 5	*149	99	82 17 0
353	BRONINGTON - - Ch. 11	132	86	68 15 0
	Brynford. See HOLYWELL.			
	Buckley. See HAWARDEN.			
617	CAERWYS - - - N. 5	160	93	81 2 0
	Carmel. See WHITFORD.			

a 11 months' grant. *b* 3 months' grant. *c* 10 months' grant.

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	Flint—*cont.*			
617	CILCEN:			
	Cilcen - - - - N. 5	*116	40	31 18 0
	Rhydymwyn - - N. 5	125	49	42 12 0
620	CWM - - - - P. 4	61	26	†40 13 0
620	DYSERTH - - - N. 6	185	103	92 6 0
	Efynnon Groew. See LLANASA.			
617	FLINT (BOROUGH):			
	Flint - - - - N. 1	*597	478	418 5 0
	Flint - - - - R. 1	270	147	126 13 6
	Flint Common, St. Thomas - - - N. 1	120	49	39 3 6
	Pentre - - - N. 1	229	146	123 7 0
	Gorsedd. See WHITFORD.			
	Gronant. See LLANASA.			
617	GWAENYSGOR - - N. 6	60	31	×£53 13 0
	Gwernafield. See MOLD.			
	Gwernymynydd. See MOLD.			
617	HALKIN:			
	Halkin - - - Ch. 5	241	154	117 9 6
	Rheaycae - - - Ch. 6	40	36	*£53 7 0
353	HANMER:			
	Hanmer - - - P. 11	176	128	122 2 6
	Talwrn Green - - N. 11	87	50	*£62 11 0
450	HAWARDEN:			
	Buckley Lane, End, Infants - - - N. 3	70	70	60 15 0
	Buckley, St. Matthew's N. 3	417	371	324 12 6
	Ewloe Green - - B. 12	104	98	71 7 0
	Hawarden - - - N. 12	538	337	318 11 6
	Mold Junction, London and North Western Railway Company's - - - 3	142	144	124 0 0
	St. Ambrose - - N. 12	113	68	54 4 0
	St. Ethelwold - - N. 12	210	154	143 10 0
	St. John's - - - N. 12	*222	107	85 9 0
	St. Mary's - - - Ch. 12	182	90	78 15 0
	St. Winifred - - N. 12	125	62	54 5 0
450	HIGHER KINNERTON - N. 5	*100	62	†67 8 0
	Higher Wych. See ISCOYD.			
617	HOLYWELL:			
	Basalt - - - Bd. 2	480	277	278 4 10
	Basalt - - - N. 2	*207	287	207 7 6
	Brynford - - - N. 2	*156	78	64 12 0
	Holywell - - - Bd. 2	394	170	153 9 3
	Holywell - - - N. 2	342	241	210 17 6
	St. Winifred - - R. 2	370	292	243 10 0
	Spring Gardens, Infants - - - Bd. 2	206	113	93 4 6
450	HOPE:			
	Abermorddu - - Bd. 3	271	239	206 7 0
	Hope - - - N. 3	161	138	101 6 3
	Penyffordd - - Bd. 3	219	109	147 13 6
	Penyffordd - - Bd. 3	206	91	84 17 6
353	ISCOYD:			
	Higher Wych - - Ch. 4	123	78	†99 16 0

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	Flint—*cont.*			
	Leeswood District. See MOLD.			
	Lime Bank. See WHITFORD.			
	Lixwm. See YSCEIFIOG.			
617	LLANASA:			
	Ffynnon Groew Undenominational - - 7	*195	122	115 10 0
	Gronant - - - B. 2	85	50	43 9 0
	Llanasa - - - N. 2	207	87	61 11 0
	Talacre - - - R. 6	*210	101	90 3 0
620	MELIDEN:			
	Meliden - - - N. 1	*295	59	†61 12 6
	Prestatyn - - - B. 1	144	75	60 1 0
	Prestatyn - - - N. 1	158	51	49 16 0
617	MOLD:			
	Bistre - - - - N. 5	*247	174	137 5 2
	Buckley Bistre - - Bd. 5	503	307	291 6 0
	Gwernafield - - N. 5	*218	99	82 7 0
	Gwernymynydd - - N. 4	143	40	33 3 0
	Leeswood - - - Bd. 5	266	164	133 5 0
	Leeswood District - N. 5	*224	109	88 12 6
	Mold - - - - Bd. 1	*622	363	301 6 6
	Mold - - - - N. 1	*486	329	287 17 6
	Pont Bleiddyn - - N. 5	200	103	89 5 0
	St. David - - - R. 1	115	53	45 10 0
	Mold Junction. See HAWARDEN.			
	Mostyn. See WHITFORD.			
617	NANNERCH - - Ch. 5	88	55	†71 2 0
617	NERQUIS - - - N. 5	205	84	†96 13 0
617	NEWMARKET - - P. 5	108	66	[illegible]
617	NORTHOP:			
	Custom House Lane - Bd. 12	268	230	206 15 0
	Northop Hall - - Bd. 12	207	124	117 15 0
	Northop - - - N. 6	170	104	83 14 6
	Rhosesmoor - - N. 5	*200	85	81 0 6
	Wepre, St. Mark's - N. 12	*300	237	186 19 0
353	OVERTON - - - N. 11	248	146	129 17 0
	Pantasaph. See WHITFORD.			
353	PENLEY - - - N. 11	150	98	80 5 0
	Pentre. See FLINT (BOROUGH).			
	Pont Bleiddyn. See MOLD.			
	Prestatyn. See MELIDEN.			
	Rhosesmoor. See NORTHOP.			
	Rhuallt. See TREMEIRCHION.			
620	RHUDDLAN:			
	Rhuddlan, Boys - - N. 1	*176	88	61 10 0
	Rhuddlan, Girls - - P. 1	113	81	66 0 0

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	Flint—*cont.*			
	Rhydymwyn. See CILCEN.			
620	RHYL:			
	Christchurch - - B. 2	895	368	357 13 3
	Emmanuel - - - 2	*267	118	106 16 6
	Rhyl - - - - N. 2	538	235	217 0 6
	St. Mary's - - - R. 3	61	26	22 3 0
	Vale Road - - - N. 2	190	87	66 12 6
	Wellington Road - N. 2	127	59	42 18 6
620	ST. ASAPH. See also DENBIGHSHIRE:			
	Bod Elwyddan - - N. 2	131	53	†56 6 0
	St. Asaph, Boys - - N. 1	*158	76	74 6 0
	St. Asaph, Girls - - N. 1	157	60	49 10 0
	St. Asaph, Infants - N. 1	153	82	69 14 0
	St. Winifride's - - R. 1	54	15	11 18 6
450	SALTNEY:			
	Saltney - - - R. 4	217	115	93 8 6
	Saltney Wood Memorial N. 3	364	208	182 0 0
	Talacre. See LLANASA.			
	Talwrn Green. See HANMER.			
618	THREAPWOOD - - N. 4	164	51	††64 7 0
620	TREMEIRCHION:			
	Rhuallt - - - B. 2	118	51	×‡71 2 6
	Tremeirchion - - N. 2	97	53	††68 17 0
	TREUDDYN:			
618	Treuddyn - - - N. 5	*260	184	157 12 0
450	Tryddyn - - - Bd. 5	137	65	62 3 6
	Wepre. See NORTHOP.			
617	WHITFORD:			
	Carmel - - - - B. 5	177	44	35 4 0
	Gorsedd - - - N. 1	*82	23	16 12 0
	Lime Bank - - - R.	180		
	Mostyn - - - N. 12	*253	150	130 18 6
	Pantasaph - - - R. 4	353	180	169 8 0
	Rhewl Mostyn, Lady A. Mostyn - - B. 12	147	112	86 4 0
	Whitford - - - N. 12	185	86	68 14 0
618	WORTHENBUR - - N. 4	*94	52	‡63 8 0
617	YSCEIFIOG:			
	Lixwm - - - - B. 5	*162	57	48 10 6
	Ysceifiog - - - N. 5	*253	69	60 7 0
	GLAMORGAN.			
	Aberaman. See ABERDARE.			
590	ABERAVON (BOROUGH):			
	Aberavon - - - N. 11	*719	429	375 7 6
	Aberavon - - - R. 11	287	141	118 15 6
	Aberavon, Unsectarian 11	489	527	443 9 8
	Abercanaid. See MERTHYR TYDFIL.			
	ABERDARE:			
585	Aberaman - - - Bd. 2	*659	596	557 18 0
588	Aberdare Town - - Bd. 1	750	589	508 3 0
	Aberdare Town - - N. 2	*772	682	596 15 0

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	Glamorgan—*cont.*			
588	Aberdare—*cont.*			
	Abernant - - - Bd. 1	369	267	221 3 6
	Blaengwawr - - Bd. 1	757	632	545 12 0
	Capcoch - - - Bd. 1	306	261	219 17 6
	Cwmaman - - - Bd. 12	*637	425	377 10 0
	Cwmbach - - - Bd. 1	418	274	241 8 0
	Cwmbach - - - N. 1	*277	239	200 14 0
	Cwmdare - - - Bd. 1	240	172	150 10 0
	‖Higher Grade - - Bd. 1	180	125	145 16 6
	Hirwain - - - Bd. 4	575	476	407 12 0
	Llwycoed - - - Bd. 1	260	155	142 7 0
	Park - - - - Bd. 1	*835	826	722 15 0
	Pen-y-waen - - - Bd. 4	101	62	44 17 0
	Robertstown - - Bd. 1	205	144	122 11 0
586	St. Fagan's - - - N. 1	*434	311	263 5 0
588	St. Margaret Convent R. 1	181	59	51 12 0
	Aberdulais. See LOWER DYLAIS.			
586	BARRY, U.D.:			
	Barry - - - - Bd. 10	648	559	530 7 6
	Cadoxton-juxta-Barry Bd. 10	751	627	607 4 6
	Cadoxton, Merthyr Dovan - - - N.	*		
	Holton Road - - Bd. 10	1,358	1,002	981 12 0
589	BETTWS:			
	Bettws - - - N. 4	*142	79	‡79 17 6
	Ponty Rhyl - - - Bd. 5	152	153	122 9 6
593	BISHOPSTON - - - N. 7	122	63	51 9 6
	Blackpill. See OYSTERMOUTH.			
590	BLAENGWRACH - - N. 9	156	78	‡73 12 0
590	BLAENRHONDDAN:			
	Bryncoch - - - N. 3	*227	182	181 2 6
	Cadoxton-juxta-Neath N. 2	*368	199	168 3 0
589	BRIDGEND, U.D.:			
	Bridgend - - - Bd. 5	605	485	484 3 0
	Bridgend - - - N. 4	*335	214	187 5 0
	Bridgend, St. Mary's - R. 5	*116	44	37 8 0
590	BRITON FERRY:			
	Briton Ferry - - N. 3	*336	255	223 2 6
	Giant's Grave - - Bd. 3	*116	95	83 17 0
	Neath Road - - Bd. 3	488	493	448 13 0
	Vernon Place - - Bd. 3	121	119	91 18 6
	Bryncethin. See ST. BRIDE'S MINOR.			
	Bryncoch. See BLAENRHONDDAN.			
	Cadoxton-juxta-Neath. See BLAENRHONDDAN.			
	Cadoxton, Merthyr Dovan. See BARRY, U.D.			
	Caerphilly. See EGLWYSILAN.			
	Canton. See CARDIFF (BOROUGH).			
586	CARDIFF (BOROUGH):			
	Adamsdown - - Bd. 9	691	705	715 5 0
	Albany Road - - Bd. 7	1,235	1,462	1,465 10 0

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	Glamorgan—*cont.*					
586	Cardiff (Borough)—*cont.*					
	Bute Town - - - N. 2	396	279	244	2	6
	Canton - - - N. 2	*523	502	484	4	11
	Canton, St. Mary's - R. 2	282	177	149	7	6
	Cardiff - - - W. 9	486	245	231	8	6
	Cathays - - - N. 10	*484	450	394	12	6
	Court Road - - Bd. a3	1,234	866	489	16	10
	Crwys Road - - Bd. 9	1,277	1,272	1,278	14	0
	David Street - - R.	*				
	Eleanor Street - - Bd. 9	530	402	390	10	0
	Grangetown - - Bd. 1	1,044	1,248	1,277	3	0
	Grangetown - - N. 1	*265	236	244	13	11
	Grangetown, St. Patrick's - - R. 2	320	230	244	1	0
	Higher Grade - - Bd. 12	1,124	590	713	10	0
	Moorland Road - - Bd. 9	1,226	709	708	17	0
	Radnor Road - - Bd. 9	1,625	1,221	1,295	1	0
	Roath, Croft Street, Infants - - - N. 10	214	220	187	0	0
	Roath, East Moor, Infants - - - N. 3	175	114	96	18	0
	Roath, Metal Street - Ch. 10	*729	721	630	17	6
	St. Alban's, Infants - R. 3	140	104	79	0	0
	St. David - - - R. 10	*894	616	536	3	0
	St. John's - - - N. 3	*739	320	313	6	0
	St. Mary's - - - N. 3	*594	315	278	12	6
	St. Mary's, North Church Street, Mission - - - N. 1	202	174	138	15	0
	St. Peter's - - - R. 2	694	487	426	2	6
	Severn Road - - Bd. 9	1,197	1,218	1,234	18	6
	South Church Street - Bd. 2	571	320	315	18	6
	Splotlands - - - Bd. 9	1,147	1,183	1,180	18	0
	Stacey Road - - Bd. 7	1,255	1,008	1,007	17	6
	Temperance Town - N. 3	173	127	108	10	0
	Tredegarville - - N 9	*624	585	516	14	8
	Tynmill Street - - R. 2	533	241	199	18	0
	Wood Street - - Bd. 9	1,067	1,035	989	16	0
	Cathays. See CARDIFF (BOROUGH).					
593	CHERITON, Llanmadoc N. 7	*114	65	*62	1	6
	Clydach. See RHYNDWYCLYDACH.					
592	COCKETT:					
	Dunvant - - - Bd. 2	202	172	169	9	8
	Killay - - - Ch. 2	50	52	40	11	0
	Sketty, St. Paul's - Ch. 2	207	166	128	6	0
	Swansea, St. Peter's - N. 1	*444	354	302	15	0
	Waunarlwydd - - Bd. 2	412	345	320	13	1
589	COLWINSTONE - - Ch. 4	82	38	*53	5	0
589	COWBRIDGE, U.D.:					
	Cowbridge and Llanblethian - - - N.	*				
	District - - - Bd. 4	408	234	226	16	0
	Maindy - - - Bd. 4	106	63	64	11	0
589	CWMDU:					
	Maesteg, Bethania Street - - - R. 5	102	70	58	13	0
	Maesteg, Cosgnant Branch - - - Bd. 5	102	102	148	5	6
	Maesteg, Garth Branch Bd. 4	423	240	198	9	0
	Maesteg Works - - Bd. 4	543	328	280	0	0
	Maesteg, Llynvi Iron Works Bd. 4	614	230	226	12	6
	Maesteg, Merthyr Colliery - Bd. 5	304	220	205	7	0
	Maesteg, Spelter Works - - - Bd. 5	312	261	225	7	6

a 7 months' grant.

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	Glamorgan—*cont.*					
	Crynant. See UPPER DYLAIS.					
	Cwm Avon. See MARGAM AND LOWER MICHAELSTONE.					
	Cwmbach. See ABERDARE.					
	Dinas Powis. See ST. ANDREW.					
	Dowlais. See MERTHYR TYDFIL.					
590	DYFFRYN CLYDACH:					
	Loulas - - - N. 2	236	139	142	3	0
	Neath Abbey - - B. 2	*230	168	168	16	0
	Skewen - - - N. 2	*324	358	488	5	0
587	EGLWYSILAN:					
	Aber Mill - - - Bd. 5	102	89	85	15	0
	Caerphilly - - - Bd. 5	364	318	291	19	0
	Caerphilly - - - N. 5	*196	145	92	10	0
	Nantgarw - - - N.	*				
	Taff's Well - - Bd. 5	526	299	309	2	6
	Walnut Tree Bridge - N.	*				
589	EWENNY - - - Ch. 5	100	44	*[illegible]65	3	0
	Gellifaelog. See MERTHYR TYDFIL.					
588	GELLYGAER:					
	Bargoed Joint - - Bd. 11	320	224	212	8	0
	Brongoch - - - Bd. 11	244	205	244	1	0
	Bute Pit - - - Bd. 11	240	207	83	19	0
	Cwm-ys-gwyddgwyn - N.	*				
	Deri - - - - Bd. 11	248	174	154	5	0
	Fochriw - - - Bd. 11	252	159	138	10	0
	Fochriw - - - N.	*				
	Hengoed - - Bd. 11	126	114	113	17	0
	Newtown - - Bd. 11	108	106	16	16	0
	Pantywaun - - Bd. 11	102	59	56	4	0
	Penybryn - - Bd. 11	75	47	41	14	0
	Penydarren - - Bd. 11	*495	353	339	11	0
	Pontlottyn Girls, Assisted - - Bd. 11	110	50	78	13	6
	Pontlottyn - - - R. 4	143	76	60	6	0
	Tir Phil - - - Bd. 11	251	235	219	18	0
	Trelewis - - - Bd. 11	238	160	139	13	0
	Troedyrhiwfuwch - Bd. 11	150	91	80	19	6
	Village - - - Bd. 11	203	88	79	9	0
589	GLYNCORRWG:					
	Aberpwynn - - Bd. 59	280	309	374	2	8
	Cymmer - - - Bd. 59	160	115	127	13	4
	Glyncorrwg - - Bd. 59	440	280	314	18	0
	Glyntaff. See PONTYPRIDD.					
	Graigwithered. See LLANFABON.					
	Grange Town. See CARDIFF (BOROUGH).					
	Hafod. See SWANSEA, U.D.					

b 16 months' grant.

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	Glamorgan—*cont.*			£ s. d.
590	HIGHER BAGLAN: Ton Mawr - - - N. *a* 9	66	40	×‡79 18 8
589	HIGHER COYCHURCH - Bd. 5	66	46	†47 14 0
589	HIGHER COYTY - - Bd. 4	95	66	55 0 0
593	HIGHER LLANRHIDIAN: Cwm Cynor - - Bd. *b* 3	111	112	74 8 9
	Penclawdd - - - Bd. 3	378	283	245 0 0
	Penclawdd - - - N.	*		
	Three Crosses - - Bd. 3	146	134	117 5 0
592	HIGHER LLANSAMLET: Birchgrove - - - Bd. 11	257	243	230 14 0
	Glais - - - - Bd. *c* 11	330	247	362 19 6
	Higher Llansamlet - Bd. *c* 11	213	169	225 18 0
	Llansamlet - - - N. 11	403	259	226 12 6
	Peniel Green - - Bd. 11	456	333	321 17 0
589	HIGHER NEWCASTLE: Tondû Iron Works - B. 4	826	548	542 2 6
	Tondû St. Roberts - R. 5	173	140	122 10 0
	Killay. See COCKETT.			
591	KILLYBEBILL - - Bd. 10	542	322	281 15 0
	Kilvey. See SWANSEA, U.D.			
589	LALESTON - - - N. 4	99	70	‡68 6 0
589	LISWORNEY - - - Ch. 4	55	29	×‡47 13 0
	Llanbradach. See LLANFABON.			
586	LLANCARVAN, U.D. - Bd. 4	121	74	‡75 19 0
586	LLANDAFF: Llandaff - - - N. 3	*406	269	241 7 0
	Llandaff Yard - - N. 3	185	148	129 10 0
	Maendu - - - Ch. 3	198	149	135 3 0
592	LLANDILO TALYBONT: Gorseinon - - - Bd. *c* 3	439	341	280 13 8
	Llandilo Talybont - N. 3	191	143	125 2 6
	Penrheol - - - Bd. 3	115	107	93 4 0
	Pontardulais - - Bd. 3	483	394	326 10 6
586	LLANDOUGH - JUXTA - PENARTH AND COGAN, U.D.: Llandough - - - Ch. 3	233	64	56 2 0
	Pill Street - - - Bd. 5	542	356	325 8 6
589	LLANDOUGH: Llandough and St. Mary - - - Ch. 4	42	32	×‡57 0 0
589	LLANDOW - - - N. 4	29	23	×‡46 3 0
589	LLANDYFODWG: Craigrhiwglyn - - Bd. 5	251	195	166 14 6
	Gilfach Goch - - Bd. 5	216	124	119* 1 0
	Glynogwr - - - Bd. 5	96	61	51 8 6
	Nantymoel - - - Bd. 5	438	454	433 9 0

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	Glamorgan—*cont.*			£ s. d.
586	LLANEDARNE - - N. 3	81	37	††53 0 9
587	LLANFABON: Graigberthlwyd - - N. 5	*150	101	78 3 0
	Llanbradach - - N. 4	*279	107	71 12 0
	Llanfabon - - - N. 6	*345	117	78 1 0
589	LLANGAN AND ST. MARY HILL, U.D.: St. Mary Hill - - Bd. 4	72	49	‡50 6 0
589	LLANGEINOR: Blaengarw - - - Bd. 5	681	385	304 11 6
	Ffaldau - - - Bd. 5	495	465	407 16 0
	Nantymoel - - - Bd. 5	247	183	181 17 6
	Tynewydd - - - Bd. 5	555	291	239 9 0
591	LLANGWICK: Cwmllynfel - - - Bd. 10	213	217	202 4 6
	Godregraig - - - Bd. 10	118	60	45 0 0
	Gwaen-cae-gerwen - Bd. *f* 10	302	276	269 4 6
	Gwrhyd - - - Bd. *f* 10	59	42	×64 13 5
	Pontardawe - - Bd. 10	*513	377	329 17 6
	Rhydyfro - - - Bd. *f* 10	130	73	97 7 11
	Ystalyfera - - - Bd. 10	347	302	288 15 0
	Ystalyfera Wern - Bd. 10	564	386	331 3 3
	Llangyfelach. See SWANSEA, U.D.			
	Llangynwyd. See MIDDLE LLANGONOYD.			
589	LLANHARAN, U.D.: Llanharan - - - Bd. 4	235	121	105 4 6
586	LLANILLTERNE - - Ch. 10	34	29	×36 1 0
586	LLANISHEN: Llanishen and Lisvane - - - - N. 3	166	109	88 6 0
589	LLANMAES - - - P. 4	67	18	×‡40 4 0
589	LLANSANNOR: Llansannor and Llanharry - - - N. 4	86	63	‡†78 5 0
587	LLANTRISANT: Beddau - - - Bd. 6	150	89	82 9 0
	Gilfach Goch - - Bd. 6	265	230	186 0 0
	Llantrisant - - - N. 6	*372	278	243 5 0
	Llantrisant Station - N. 6	335	233	203 17 6
	Miskin Village - - Bd. 6	265	186	170 6 0
	Penrhiwfer, Infants - Bd. 6	121	51	43 7 0
	Tonyrefail - - - Bd. 6	350	330	295 8 0
586	LLANTRITHYD - - N. 4	82	47	×‡72 0 0
589	LLANTWIT MAJOR - Bd. 4	234	146	122 6 0
587	LLANTWIT FARDRE: Llantwit Vardre - - Bd. 5	378	197	199 14 6
	Treforest - - - Bd. 5	563	381	353 18 6

a 16 months' grant. *b* 9 months' grant. *c* 18 months' grant. *e* 11 months' grant. *f* 17 months' grant.

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	Glamorgan—*cont.*			
587 A	LLANWONNO: Cwgarw, Infants - Bd. a 12	203	160	125 13 4
588	Cwmpennar - - Bd. 12	170	98	82 10 0
	Duffryn - - Bd. 12	*1,121	669	630 14 0
	Llanwonno - - - N. 6	*160	142	122 10 0
	Miskin - - - Bd. 12	774	556	532 10 6
	Mountain Ash, Our Lady's - - - R. 2	183	90	79 11 0
	Navigation - - - Bd. 6	322	280	252 10 0
	Newtown - - - Bd. 12	277	233	193 11 6
	Penrhiwceiber - - Bd. 12	678	535	501 13 3
	Troedybart - - - Bd. 12	645	331	185 13 0
	Ynysybwl - - - Bd. 6	*131	103	96 12 0
	Llwynypia. See YSTRADYFODWG.			
	Loudas. See DYFFRYN CLYDACH.			
594	LOUGHOR (BOROUGH): Loughor - - - Bd. 11	104	100	90 18 0
	Loughor - - - P. 11	*245	228	190 3 0
594	LOUGHOR (PARISH): Gowerton - - - Bd. 11	378	323	280 17 6
590	LOWER BAGLAN - - N. 11	136	53	‡55 1 6
589	LOWER COYCHURCH - Bd. 5	*69	42	‡44 13 0
599	LOWER DYLAIS: Aberdulais - - - B. 10	150	83	68 15 0
593	LOWER LLANRHIDIAN N. 7	98	44	†45 0 0
590	LOWER LLANTWIT Melyncryddan - - N. 8	773	734	666 5 3
	Tonna - - - - N. 10	221	197	187 0 0
590	LOWER MICHAELSTONE: Cwm Avon Works - N. 11	976	667	597 3 6
	Tymawr (Cwm Avon), Infants - - - N. 11	250	120	103 18 0
	Machen. See MONMOUTHSHIRE.			
	Maesteg. See CWMDÛ AND HIGHER LLANGONOYD.			
589	MARCROSS - - - N. 5	*54	41	‡46 3 0
599	MARGAM: Bryn - - - - Bd. 10	96	42	†‡71 8 0
	Cwm Avon, Oakwood Works - - N. 11	349	249	226 2 0
	Grass - - - Ch. 11	102	80	82 0 0
	Margam, Copper Works - - - 11	704	553	474 10 0
	Margam, Tin Works - 11	233	141	130 5 0
591	MAWR: Cwmswllt - - Bd. 11	86	33	‡31 10 0
	Penycyn - - - Bd. 11	112	93	‡‡108 11 0
	Volandre - - - Bd. 11	118	46	†‡64 16 6
	Melyncryddan. See LOWER LLANTWIT.			

‡ 11 months' grant.

No. of Dist. of Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	No. of Scholars for whom Accommodation is provided.	Average Attendance.	Annual Grants. Amount. £ s. d.
	Glamorgan—*cont.*			
589	MERTHYR MAWR - 6	44	26	×‡26 11 0
588	MERTHYR TYDFIL: Abercanaid - - - Bd. 2	537	352	343 10 0
	Abercanaid - - - N.	*		
	Aberfan - - - Bd. 2	203	122	106 11 6
	Abermorlais - - Bd. 2	*1,062	875	872 16 6
	Caedraw, Advanced - Bd. 2	285	158	198 16 6
	Caedraw, Infants - Bd. 2	310	275	237 [illegible]
	Clwyvfagwr - - Bd. 2	1[illegible]	84	83 [illegible]
	Dowlais - - - Bd. 3	2,[illegible]	1,449	1,452 18 6
	Dowlais Pant - - Bd. 3	[illegible]	[illegible]	71 [illegible]
	Dowlais - - - R. 3	*[illegible]	471	440 17 0
	Gellifaelog - - Bd. 3	648	504	554 [illegible]
	Georgetown - - Bd. 2	*784	[illegible]	[illegible]
	Moriah's Tydfil - - R. 3	661	326	288 12 0
	Merthyr Vale - - Bd. 2	638	443	435 13 6
	Penydarren - - Bd. 3	[illegible]	[illegible]	48 [illegible]
	Pontmorlais - - - N. 3	142	109	107 15 0
	Pontycapel - - Bd. 2	554	551	542 2 0
	Penyrheolgerig - - Bd. 2	236	184	175 17 0
	St. David's - - - N. 3	*710	[illegible]	[illegible]
	Treharris - - - Bd. 2	780	705	648 12 6
	Troedyrhiw - - Bd. 2	784	562	498 5 0
	Twynyrhodyn - - Bd. 2	757	596	585 8 0
589	MIDDLE LLANGONOYD: Llangynwyd - - - N. 5	77	21	17 17 6
	Pontrhydycyff - - N. 5	112	83	71 2 0
	Mountain Ash. See LLANWONNO.			
	Mumbles. See OYSTERMOUTH.			
	Nantygarw. See EGLWYSILAN.			
	Neath Abbey. See DYFFRYN CLYDACH.			
590	NEATH (BOROUGH): Alderman Davies' Charity - - - 3	*1,158	735	634 7 0
	St. Joseph's - - R. 3	184	140	118 0 0
	School Society's - - B. 3	*561	541	473 7 0
	Newton. See OYSTERMOUTH.			
589	NEWTON NOTTAGE: Newton Nottage - - N. 4	107	59	67 4 6
	Porthcawl - - - N. 4	213	174	179 3 0
593	OXWICH, PENRICE, AND PORT EYNON U.D.: Oxwich - - - B. 7	79	48	†79 3 0
	Port Eynon - - - N. 7	89	41	†‡52 1 0
593	OYSTERMOUTH: [illegible] - - N. 12	95	44	34 6 0
	[illegible] - - B.	*		
	Newton - - - N. 12	78	61	53 5 0
	Oystermouth - - Bd. 12	386	275	279 7 6
	Oystermouth - - N. 12	185	168	146 17 0
596	PENARTH: Penarth - - - Bd. 5	1,006	861	808 6 6
	Penarth - - - N. 5	*234	217	176 10 0
	St. Joseph's - - R. 5	138	135	107 11 9

× 10 months' grant.

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	Glamorgan—*cont.*			
	Penclawdd. See HIGHER LLANRHIDIAN.			
589	PENCOED - - - Bd. 4	196	114	98 17 0
586	PENDOYLAN - - - N. 4	100	49	†‡65 4 0
	Pengarnddu. See MERTHYR TYDFIL.			
589	PENLLYNE - - - Bd. 4	74	51	†‡64 12 6
593	PENMAEN - - - N. 7	86	23	×‡18 11 5
586	PENMARK - - - N. 10	*99	45	†‡56 1 6
593	PENNARD, Park Mill - 7	113	50	46 1 0
	Penrhiwfer. See LLANTRISANT.			
	Pentrebach. See MERTHYR TYDFIL.			
	Pentrechwyth. See SWANSEA, U.D.			
586	PENTYRCH:			
	Pentyrch Village - Bd. 4	*270	123	117 0 0
	Pentyrch Works - Bd. 4	382	164	147 4 0
586	PETERSTONE-SUPER-ELY N. 10	74	45	†‡59 11 0
	Pontlottyn. See GELLIGAER.			
	Ponthrydycuff. See MIDDLE LLANGONOYD.			
587	PONTYPRIDD:			
	Cilfynydd - - - Bd. 3	634	466	408 5 0
	Coedpenmaen - - Bd. 5	862	591	576 8 0
	Glyntaff - - - N. 5	*223	190	166 5 0
	Graig - - - - Bd. 5	1,007	574	532 10 0
	Hawthorn - - - Bd. 5	250	215	211 2 6
	Hopkinstown, Infants Bd. 6	200	115	97 15 0
	Mill Street - - - Bd. 6	691	643	625 10 0
	Pontsbonorton - - Bd. 3	*474	247	192 15 10
	Treforest, St. Michael's R. 5	340	208	196 4 0
	Port Eynon. See OXWICH, U.D.			
	Porthcawl. See NEWTON NOTTAGE.			
594	PORTHKERRY - - N. 10	78	29	×39 9 6
589	PYLE, KENFIGG, AND UPPER TYTHEGSTON, U.D.:			
	Bryndu Colliery - - N. 4	348	296	285 12 0
	South Cornely - - Bd. 5	185	81	72 11 0
595	RADYR - - - - Bd. 10	135	75	63 5 6
590	RESOLVEN - - - *a*9	327	276	201 5 0
593	REYNOLDSTON, U.D. - Bd. 7	123	78	†‡98 0 0
588	RHIGOS - - - - Bd. 4	90	34	‡40 10 0
593	RHOSCILLY - - - Bd. 7	76	51	×54 10 6
591	RHYNDWY CLYDACH:			
	Clydach - - - Bd. 10	*684	444	414 10 0
	Craig-cefn-y-parc - Bd. 10	113	91	86 7 0
	Craig-trebanws - - Bd. 10	269	162	161 12 0
	Roath. See CARDIFF (BOROUGH).			
586	RUDRY - - - - N. 4	*67	45	37 4 0
596	ST. ANDREW:			
	Dinas Powis - - N. 4	187	181	153 5 0
589	ST. ATHAN, District - Ch. 4	131	78	‡81 5 4
589	ST. BRIDE'S MAJOR - N. 4	*166	62	‡73 11 0
589	ST. BRIDE MINOR:			
	Bryncethin - - N. 5	*178	188	150 5 0
	St. Fagan's. See ABERDARE.			
586	ST. FAGAN'S CASTLE - N. 4	143	106	105 19 6
586	ST. GEORGE AND ST. BRIDE-SUPER ELY, U.D.:			
	St. George and St. Bride - - - - Bd. 4	75	42	50 4 0
586	ST. HILARY - - - Ch. 4	57	21	×‡46 9 0
586	ST. NICHOLAS - - Ch. 4	103	60	‡67 0 0
	Sketty. See COCKETT.			
	Skewen. See DYFFRYN CLYDACH.			
586	SULLY - - - - N. 10	44	38	×‡55 11 0
592	SWANSEA, U.D.:			
	Aberdyberthi Street - Bd. 6	244	195	187 0 0
	Bethany Branch - Bd. 12	174	105	90 13 10
	Brynhyfryd - - - Bd. 6	1,167	1,127	1,178 10 6
	Cadle - - - - Bd. 6	252	216	202 7 0
	Christ Church, Infants - - - - N. 12	280	166	121 7 0
	Cwm - - - - Bd. 7	778	420	428 7 6
	Cwmburla - - - Bd. 7	587	675	673 17 0
	Danygraig - - - Bd. 6	918	596	605 17 6
	Danygraig - - - R. 2	229	123	106 11 0
	Dyfatty - - - Bd. 6	871	840	824 5 6
	Girls (Queen Street) - B.	*		
	Hafod Copper Works - B. 1	1,114	889	860 4 0
	Kilvey Copper Works - B. 2	842	634	536 10 6
	Llangyfelach - - Bd. 7	154	126	124 9 6
	Llangyfelach - - N.	*		
	Morriston - - - Bd. 7	*1,275	954	965 12 0
	Morriston Graig - - Bd. 7	332	287	245 19 0
	Morriston Pentrepoth Bd. 7	1,056	1,051	1,053 13 0
	Penllergare - - - Bd. 7	122	101	95 3 6
	Plasmarl - - - Bd. 7	889	835	830 16 6
	Rutland Street - - Bd. 6	*751	631	625 6 6
	St. David's - - - R. 2	*300	211	183 11 0
	St. Helen's - - - Bd. 6	1,049	997	1,011 13 0
	St. Joseph's, Greenhill R. 1	947	765	669 7 6
	St. Thomas, Infants - N. 2	253	240	204 0 0
	Swansea Higher Grade - - - N. 2	*1,414	1,305	1,430 8 6
	Swansea - - - P. 1	*481	369	322 17 6
	Terrace Road - - Bd. 6	579	569	497 0 0
	Tirdeunau - - - Bd. 6	492	356	324 14 0
	Trinity Place, Higher Grade - - - Bd. 7	441	337	426 6 6
	Waun Wen - - - Bd. 7	675	646	650 0 0
	Ynystawe - - - Bd. 7	450	262	257 0 0
	York Place - - - 12	295	215	188 2 6
	Tondu. See HIGHER NEWCASTLE.			

a 10 months' grant.

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	Glamorgan—*cont.*			
	Tonna. See LOWER LLANTWIT.			
	Tonypandy. See YSTRADYFODWG.			
	Tredegarville. See CARDIFF (BOROUGH).			
	Treforest. See LLANTWIT FARDRE AND PONTYPRIDD.			
	Treorky. See YSTRADYFODWG.			
	Tymawr. See LOWER MICHAELSTONE.			
590	UPPER DYLAIS:			
	Cegmant - - - N. 10	112	55	†177 9 6
	Onllwyn - - - Bd. a10	80	52	29 5 0
	Seven Sisters - - Bd. 10	151	116	110 10 6
599	UPPER NEATH:			
	Higher Neath - - N. 10	*207	102	131 18 0
	Upper Neath - - Bd. 10	181	162	216 10 0
	Walnut Tree Bridge. See EGLWYSILAN.			
586	WENVOE - - - N. 4	86	42	‡44 13 4
586	WHITCHURCH:			
	Tongwynlais - - Bd. 10	165	110	87 8 0
	Whitchurch - - Bd. 10	*458	384	336 0 0
589	WICK:			
	Wick and Monknash - N. 5	*101	67	70 5 6
587	YSTRADYFODWG:			
	Aberllechan - - Bd. 6	284	241	220 15 0
	Blaenllechau, Infants Bd. 6	236	144	122 8 0
	Blaenrhondda - - Bd. 7	308	214	202 6 0
	Bodryngallt - - Bd. 7	680	636	627 19 6
	Cwmclydach - - Bd. 7	821	759	664 3 6
	Cymmer - - - Bd. 6	*699	520	404 16 6
	Dinas - - - - Bd. 6	*195	201	194 16 0
	Dinas, Girls and Infants - - - Bd. 6	358	168	137 5 0
	Dunraven - - - Bd. 7	522	401	382 11 6
	Ferndale - - - Bd. 5	1,097	1,073	1,042 12 6
	Ferndale, Higher Grade - - - Bd. 5	131	102	125 5 0
	[illegible] - - - Bd. 7	402	397	303 0 0
	Hafod - - - - Bd. 6	941	557	537 9 6
	Llwynypia - - - Bd. 5	*814	833	732 13 5
	Maerdy - - - Bd. 5	695	530	457 19 0
	Pare - - - - Bd. 3	352	342	340 6 6
	[illegible] - - - Bd. 7	837	706	707 19 0
	[illegible] - - - Bd. 7	759	517	520 6 6
	[illegible] - - Bd. 3	87	103	80 10 0
	Pwll Bach - - Bd. 6	310	259	259 19 0
	Pwllgwaun Girls and Infants - - - Bd. 6	563	531	470 15 0
	[illegible] - - - Bd. 7	889	953	843 12 6
	[illegible] - - - N.	*		
	[illegible] - - - R. 3	130	58	41 11 6
	[illegible] - - - Bd. 7	834	703	684 10 6
	[illegible] - - - Bd. 3	539	532	494 12 0
	[illegible] - - - N.	*		
	[illegible] - - - Bd. 7	839	736	698 2 0
	[illegible] - - - N.	*		

a 6 months' grant.

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	Glamorgan—*cont.*			
587	Ystradyfodwg—*cont.*			
	Tylorstown - - - Bd. 5	710	632	678 12 0
	Williamstown - - Bd. 6	693	602	344 6 0
	Ynyslas - - - Bd. 5	511	450	413 5 0
	Ynyswen - - - Bd. 7	664	530	487 12 0
	Ystrad, Higher Grade Bd. 7	295	240	299 2 0
	MERIONETH.			
	Aberangell. See MALLWYD.			
	Aberdovey. See TOWYN AND PENNAL, U.D.			
	Arthog. See LLANGELYNIN.			
	Bala. See LLANYCIL.			
	Barmouth. See LLANABER.			
	Bedgelert. See CARNARVONSHIRE.			
622	BEDDWS - GWERFIL-GOCH - - - - P. 7	79	36	†‡46 16 0
	Bryncoedifor. See DOLGELLY.			
	Carrog. See LLANSAINTFFRAID.			
	Corris. See TALYLLYN.			
622	CORWEN:			
	Corwen - - - - Bd. 7	*103	136	112 11 0
	Corwen - - - - N. 7	*207	109	88 [illegible] 0
	Gwendreflwy - - Bd. 7	*101	61	55 7 0
	Gwendreflwy - - N. 7	[illegible]	37	33 3 0
	Plasuda, St. David's - Ch. 7	60	30	×351 5 0
	Cynwyd. See LLANGAR.			
624	DOLGELLY:			
	Brithdir - - - Bd. 6	123	84	†‡39 13 0
	Bryncoedifor, St. Paul N. 6	72	38	*‡53 6 0
	Dolgelley - - - Bd. 6	*447	270	239 [illegible]
	Dolgelley - - - N. 6	*202	108	100 0 0
	Henfelyn, Infants - N. 6	67	60	46 0 0
	Islawrdref - - - Bd. 6	87	32	‡53 0 0
625	PENNANT:			
	Pentrecwrt, Advanced - Bd. 10	280	192	170 12 0
	Pentrecwrt - - - Bd. 6	327	202	180 10 0
	Pentrecwrt - - - N. 10	*77	40	38 18 0
	Glanaber - - - Bd. 10	333	229	210 12 6
	Higher Grade, Girls - Bd. 10	102	68	85 18 0
	Maentwrog - - - Bd. 10	403	302	285 5 0
	Sarn Quarries - - Bd. 10	724	628	620 0 6
	Sarn Quarries - - R.	*		
	Talysarn - - - Bd. 10	*410	282	240 4 0

b 12 months' grant.

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	Merioneth—*cont.*			£ s. d.
	Ganllwyd. See LLANELLTYD.			
	Glanrafon. See LLANFOR.			
	Glyndyfrdwy. See CORWEN.			
622	GWYDDELWERN:			
	Cynval - - - Bd. 7	69	34	×‡53 18 0
	Gwyddelwern - - Bd. 7	109	80	‡86 0 0
	Harlech. See LLANDANWG.			
	Henfelin. See DOLGELLY.			
624	LLANABER:			
	Barmouth - - - Bd. 6	343	275	240 8 0
	Barmouth - - - N.	*		
	Bontddu - - - Bd. 6	112	60	††75 10 0
625	LLANBEDR - - - Bd. 7	111	80	68 16 0
625	LLANDANWG:			
	Harlech, Endowed - Ch. 7	256	155	135 12 6
623	LLANDDERFEL - - Bd. 5	238	128	126 17 0
625	LLANDECWYN - - N. 10	67	35	25 7 0
622	LLANDRILLO - - - Bd. 7	*217	86	‡91 13 0
624	LLANEGRYN, Endowed 7	137	88	65 17 0
624	LLANELLTYD:			
	Ganllwyd - - - N. 6	60	27	×37 4 0
	Llanelltyd - - - N. 6	59	18	‡24 16 0
624	LLANENDDWYN:			
	Cwmynantcol - - Bd. 7	27	20	×‡42 10 0
	Dyffryn - - - Bd. 7	*235	127	126 15 0
	Llanenddwyn - - N.	*		
624	LLANFACHRETH - - N. 6	102	56	‡54 15 0
625	LLANFAIR-JUXTA-HARLECH:			
	Llanfair - - - N. 7	96	46	40 4 0
622	LLANFIHANGEL-GLYN-MYFYR - - - N. 6	47	44	×‡61 7 6
626	LLANFIHANGEL-Y-PENNANT:			
	Abergynolwyn - - Bd. 7	223	102	96 2 0
625	LLANFIHANGEL-Y-TRAETHAU AND LLANFROTHEN, U.D.:			
	Croesor - - - Bd. 11	92	33	×‡55 12 0
	Llanfrothen - - Bd. 11	*139	72	57 8 4
	Penrhyn-deu-draeth - Bd. 11	*377	287	277 5 0
	Penrhyn-deu-draeth - Ch. 10	158	95	75 18 0
	Talsarnau - - - Bd. 11	149	118	118 16 6
623	LLANFOR:			
	Cwmtyrmynach - Bd. 5	75	45	×‡64 7 6
	Llanfaur - - - N.	*		
	Llawr-y-Bettws - - Ch. 5	99	27	††41 8 6
	Rhosygwalian - - Bd. 5	45	31	26 7 6
	Sarnau - - - Bd. 5	50	29	×‡46 13 6
622	LLANGAR:			
	Cynwyd - - - Bd. 7	118	81	72 4 6
	Cynwyd - - - N. 7	135	20	16 19 0
624	LLANGELYNIN:			
	Arthog - - - Bd. 7	153	64	‡77 0 0
	Arthog - - - N.	*		
	Llwyngwril - - Bd. 7	134	39	37 2 6
	Llwyngwril - - N. 7	51	13	10 8 6
	Rhoslefan - - - Bd. 7	67	33	‡35 10 0
622	LLANSAINTFFRAID GLYNDYDWY:			
	Carrog (Corwen) - N. 7	*123	65	‡67 9 0
623	LLANUWCHLLYN:			
	Llanuwchllyn United 5	*303	138	131 12 6
623	LLANYCIL:			
	Bala - - - - Bd. 5	387	203	193 9 6
	Bala - - - - N. 5	*210	120	105 13 0
	Celyn - - - - Bd. 5	60	19	×‡42 15 0
	Parc - - - - Bd. 5	66	31	×‡53 13 0
	Maesywaen - - - Bd. 5	102	52	††64 7 0
624	LLANYMAWDDWY - Ch. 6	77	45	×49 14 0
	Llawr - y - Bettws. See LLANFOR.			
	Llwyngwril. See LLANGELYNIN.			
625	MAENTWROG:			
	Maentwrog - - - N. 6	165	83	60 4 0
	Tynant - - - N. 6	67	43	44 19 6
624	MALLWYD, U.D.:			
	Aberangell - - Bd. 6	100	74	‡78 0 0
	Dinas - - - Bd. 6	250	114	105 10 0
	Penrhyn-deu-draeth. See LLANFIHANGEL-Y-TRAETHAU, U.D.			
	Plasada. See CORWEN.			
624	TALYLLYN:			
	Aberlefenny - - Bd. 6	108	52	‡57 12 0
	Corris - - - Bd. 6	*165	132	115 19 6
	Corris - - - N. 6	139	19	4 13 2
	Tynyberth - - - Bd. 6	162	75	75 2 6
613	TOWYN AND PENNAL, U.D.:			
	Aberdovey - - - N. 5	160	115	97 4 0
	Aberdovey, Undenominational - - a5	160	102	29 15 0
	Brynerug - - - Bd. 5	*138	115	103 9 0
	Pennal - - - Bd. 5	*138	99	84 9 0
	Towyn and Pennal - N. 5	160	53	47 12 6
	Towyn - - - Bd. 5	*138	88	84 4 0
625	TRAWSFYNYDD:			
	Trawsfynydd - - B. 6	*155	113	94 12 6
	Trawsfynydd - - N. 6	*148	92	72 11 0
	Trawsfynydd, St. Thomas - - - - N. 6	92	15	×‡36 3 6
	Tynant. See MAENTWROG.			

a 4 months' grant.

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	MONTGOMERY.			£ s. d.
614	ABERHAFESP - - Ch. 10	82	36	×£53 15 0
	Aberhosan. See PENEGOES.			
	Arddlyn. See LLANDRINIO.			
	Belan. See WELSHPOOL (BOROUGH).			
615	BERRIEW:			
	Berriew - - - Ch. 1	200	151	121 6 0
	Pron - - - - Ch. 1	60	48	×56 13 0
	Vaenor - - - - Ch. 1	60	35	†£48 10 0
614	BETTWS:			
	Bettws Cadewen - Ch. 10	56	53	†£66 4 0
	Dolforwyn - - - Ch. 10	°88	59	48 17 0
	Buttington. See WELSHPOOL (BOROUGH).			
	Bwlch-y-Cibau. See MEIFOD.			
	Caersws. See LLANWNOG.			
614	CARNO - - - - Bd. 10	°177	100	89 8 9
615	CASTLE CAEREINION - N. 2	125	62	†52 13 0
615	CASTLEWRIGHT:			
	Mellington - - - Ch. 2	96	41	29 11 0
615	CEMMES:			
	Cemmes - - - B. 5	°88	31	24 18 6
	Cemmes - - - P. 5	91	28	24 6 0
615	CHURCHSTOKE - - N. 2	256	115	101 5 0
613	DAROWEN:			
	Darowen - - - N. 5	115	58	†£72 2 0
	Dolfor. See KERRY.			
	Dolforwyn. See BETTWS.			
615	FORDEN - - - - N. 2	°105	82	77 16 0
	Fron. See BERRIEW.			
616	GARTHBEIBIO - - N. 7	109	48	†£58 10 0
616	GUILSFIELD:			
	Guilsfield - - - N. 12	184	105	81 2 6
	Pool Quay - - - N. 12	°94	76	†93 14 0
	Gunnreg. See WELSHPOOL (BOROUGH).			
	Hendrehen. See GUILSFIELD.			
616	HIRNANT - - - Bd. 06	54	17	×24 13 2
345	HYSSINGTON:			
	Hyssington and Snead N. 5	76	35	†37 16 6
613	ISYGARREG:			
	Derwenlas - - - Bd. 5	123	51	†43 11 6
614	KERRY:			
	Dolfor - - - - N. 10	°77	40	×£20 11 0
	Kerry, Charity - - 10	232	167	156 10 6
	Sarn - - - - N. 10	°113	79	£69 2 6
613	LEIGHTON, Mr. Naylor's	2	100	58 £59 9 6

a 11 months' grant. b 10 mon. 18

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	No. of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
	Montgomery—*cont.*			£ s. d.
613	LLANBRYNMAIR:			
	Llanbrynmair - - B. 5	°198	68	60 15 0
	Llanbrynmair - - N.			
616	Fennant - - - N. 5	81	23	×34 13 6
613	Wern - - - - B. 5	105	53	†51 1 0
614	LLANDINAM:			
	Llandinam - - Bd. 06	102	91	£79 6 3
	Llanwyddyn - - Bd. 06	120	39	×£49 17 6
	Oakley Park - - Bd. 06	80	53	†£55 6 3
616	LLANDISILIO - - N. 12	°81	55	53 9 0
616	LLANDRINIO:			
	Arddlyn - - - P. 12	77	34	25 10 0
	Llandrinio - - - P. 12	121	73	69 13 8
615	LLANDYSSIL - - - N. 1	112	89	71 9 0
616	LLANERFYL:			
	Hafod - - - - Bd. 7	63	26	×£47 15 0
	Llanerfyl, Endowed - 7	106	37	†£48 13 0
616	LLANFAIR CAEREINION:			
	Llanfair Caereinion - Bd. 7	°195	153	133 6 0
	Llanfair Caereinion - N. 7	°100	40	30 18 0
	Rhiwhiriarth - - Bd. 7	72	38	×£51 4 6
616	LLANFECHAIN - - N. 7	111	49	36 19 6
616	LLANFIHANGEL:			
	Llanfihangel-yng-Nghwnfa - - - - 7	92	31	†£32 9 0
	Llwydiartn - - - Ch. 7	56	18	×£20 12 0
	Pont Dolanog - - Ch. 7	63	32	×£50 11 0
616	LLANFYLLIN (BOROUGH):			
	Llanfyllin - - - Bd. 7	°193	127	95 12 8
	Llanfyllin - - - N. 7	°186	129	81 8 6
616	LLANGADFAN - - N. 7	86	36	†£49 15 6
614	LLANGWRIG:			
	Cwmbelan - - - Bd. 06	123	23	18 6 8
	Llanidloes - - - Bd. 06	46	14	×£30 2 6
	Village - - - - Bd. 06	110	66	†48 5 3
616	LLANGYNIEW - - N. 7	87	37	×£60 1 6
616	LLANGYNOG - - - Bd. 06	140	75	60 5 2
614	LLANIDLOES (BOROUGH):			
	Cwmbelan - - - Bd. 06	379	267	194 13 9
	Llanidloes - - - N. 06	°260	207	136 17 11
	Old Hall - - - Bd. 06	121	40	×£50 6 0
	Upper Maniedd - - Bd. 06	120	66	£56 10 10
	Llanllechaiarn. See NEWTOWN, U.D.			
	Llanrhaadr-ym-Mochnant. See DENBIGHSHIRE.			
616	LLANSAINTFFRAID IN THE HUNDRED OF POOL:			
	Llansantffraid - - N. 12	150	79	51 18 0
616	LLANWDDYN - - Ch. 7	104	46	†£55 1 8
614	LLANWNOG:			
	Caersws - - - B. 10	°242	145	102 9 6
	" - - - B. 06	—	146	85 8 8
	Llanwnog - - - N. 10	°116	79	64 1 9
613	LLANWRIN - - - 8	64	36	×£51 10 0

a grant c 9 months' grant.

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	Montgomery—*cont.*			
614	LLANWYDDELAN, U.D.:			
	Cwm - - - - Bd. 7	60	41	×‡57 14 6
	Llanwyddelan - - N.	*		
	Pantycray - - - Bd. 7	69	43	†42 7 6
	Llwydiarth. See LLANFIHANGEL.			
613	MACHYNLLETH:			
	Machynlleth - - B. 5	435	176	143 3 0
	Machynlleth - - N. 5	*291	123	87 18 6
614	MANAFON - - - Ch. 10	96	39	†38 3 0
616	MEIFOD:			
	Bwlch-y-Cibau - - N. 7	*77	42	‡45 13 0
	Meifod - - - N. 12	156	102	81 15 0
	Pont Robert - - N. 7	92	47	†‡58 17 0
	Trefnanney, Captain Mytton's - - - Ch, 12	105	67	†68 12 6
	Mellington. See CASTLEWRIGHT.			
615	MONTGOMERY (BOROUGH) - - - N. 2	238	167	134 5 8
614	MOUGHTREY:			
	Mochdre - - - B. 10	90	21	18 17 6
	Mochdre - - - Ch. 10	99	34	29 1 0
614	NEWTOWN AND LLANLLWCHAIARN, U.D.:			
	Llanllwchaiarn - - N. 10	307	200	167 4 6
	New Church Street - Bd. 10	487	343	335 6 6
	Newtown - - - N. 10	480	203	187 3 6
	Penygloddfa - - Bd. 10	390	211	210 15 0
613	PENEGOES:			
	Aberhosan - - - B. 5	88	56	†49 10 0
	Dylife - - - - N.	*		
	Penegoes - - - N. 5	119	28	21 1 0
	Pennant. See LLANBRYNMAIR.			
616	PENNANT:			
	Penybontfawr - - N. *a*6	*228	42	‡39 0 1
	Pool Quay. See GUILSFIELD.			
	Pont Dolanog. See LLANFIHANGEL.			
	Pont Robert. See MEIFOD.			
	Sarn. See KERRY.			
614	TREFEGLWYS:			
	Llawryglyn - - Bd. *b*6	111	62	45 2 6
	Staylittle - - Bd. *b*6	111	47	†39 15 10
	Village - - - Bd. *b*6	157	100	72 10 10
	Trefnanney. See MEIFOD.			
614	TREGYNON - - - Ch. 10	119	60	55 3 0
	Trewern. See WELSHPOOL (BOROUGH).			
613	UCH Y GARREG - - P. 5	58	20	×30 11 0
	Vaenor. See BERRIEW.			

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	Montgomery—*cont.*			
615 & 616	WELSHPOOL (BOROUGH:			
	Belan - - - - Ch. 2	*81	43	32 19 0
	Buttington - - - N. 2	*84	51	39 6 0
	Gungrog - - - N. 2	137	70	50 15 0
	Trewern - - - Ch. 2	84	39	††54 2 6
	Welshpool - - - B. 2	176	93	74 8 1
	Welshpool, Christ Church, Infants - N. 2	175	105	86 12 6
	Welshpool - - - N. 2	511	221	197 11 0
	Wern. See LLANBRYNMAIR.			
	PEMBROKE.			
	Abercych. See MAENORDEWI.			
600	AMBLESTONE - - Bd. *c*4	131	46	‡57 0 9
599	ANGLE - - - - N. 9	162	86	‡81 9 0
598	BEGELLY - - - Bd. *a*3	118	62	43 17 3
	Blaenconin. See LLANDISILIO, U.D.			
601	BLAENFFOS, U.D.:			
	Blaenffos - - - Bd. 7	137	91	88 6 6
598	BLETHERSTON:			
	Penfordd - - - B. 4	99	54	†53 14 4
599	BOSHERSTON - - - P. 10	49	35	×42 19 6
600	BRAWDY:			
	Brawdy - Bd. 4	100	53	‡66 8 2
	Brawdy - N.	*		
599	BURTON - - - N. *a*1	113	97	95 0 5
600	CAMROSE:			
	North Camrose - - Bd. 12	116	57	‡68 8 6
	South Camrose - - Bd. 12	98	47	‡51 0 0
599	CAREW - - - - N. *a*2	123	66	58 17 11
601	CILGERRAN - - - N. 7	*199	174	136 3 4
598	CLARBESTON, Voluntary 1	81	49	×53 2 5
602	CLYDEY:			
	Bwlch-y-groes - - Bd. 6	99	46	42 11 0
	Tegryn - - - - Bd. 6	166	69	60 5 0
599	COSHESTON:			
	Cosheston and Nash - N. 10	162	79	73 1 6
598	CRUNWEAR - - - Ch. *a*4	*58	34	×‡50 3 9
600	DALE - - - - - *a*2	70	49	††57 12 9
601	DINAS - - - - - Bd. 6	*244	127	97 15 6
601	EGLWYSWRW - - Bd. 6	72	48	54 3 0
600	FISHGUARD - - - N. 6	418	216	225 10 6
600	FREYSTROP - - - N. 1	83	47	‡48 19 0
600	HAVERFORDWEST, U.D.:			
	Barn Street - - Bd. 1	*217	105	110 12 6
	Dew Street, Infants - Bd. 1	99	94	78 11 0
	Haverfordwest - - N. 1	*482	312	270 3 0
	Haverfordwest, St. Martin's - - - Bd. 1	216	69	56 18 6
	Prendergast - - Bd. 1	367	263	230 2 6

a 11 months' grant. *b* 10 months' grant. *c* 13 months' grant.

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	Pembroke—*cont.*			
600	HAYSCASTLE, U.D.: Hayscastle - - - Bd. *a*4	60	53	43 15 7
598	HENLLAN AMGOED AND LLANFALLTEG, U.D. *See also* CARMARTHENSHIRE: Llanfallteg - - N. *b*2	65	22	5 10 8
600	HENRY'S MOAT - - B. *a*4	60	41	†257 1 4
600	HERBRANDSTON - - Bd. *b*2	70	74	59 7 1
600	HUBBERSTONE - - N. 9	*228	174	117 16 6
598	JEFFRESTON - - - N. 4	*95	63	53 0 6
600	JOHNSTONE - - - N. 12	*48	39	†252 2 0
600	LAMBSTON - - - Bd. *b*1	54	37	×†49 17 10
598	LAMPETER VELFREY: Lampeter Velfrey - Bd. 4	104	62	45 11 0
	Lampeter Velfrey - N. 4	64	28	23 3 6
	Tavernspite - - - N. 4	*131	60	61 10 0
599	LAMPHEY - - - N. 10	81	40	†60 4 6
599	LAWRENNY - - - N. 10	80	52	†265 10 0
600	LETTERSTON - - - N. *a*4	*113	72	53 14 8
600	LITTLE NEWCASTLE - *a*4	50	32	†37 14 0
600	LLANDELOY, U.D.: Hendre Cross - - Bd. *a*4	151	29	†38 5 11
	Llandeloy - - - - P.	*		
598	LLANDEWI VELFREY - P. *b*4	140	58	†59 18 4
598	LLANDISSILIO, U.D. *See also* CARMARTHENSHIRE: Blaenconin - - - B. *b*4	131	128	100 1 1
600	LLANFAIR NANT-Y-GOR: The Barham - - *a*4	118	46	46 12 1
200	LLANFYRNACH AND EGLWYS-FAIRCHURIG, U.D.: Glandwr - - - Bd. *a*6	105	73	†35 12 8
	Hermon - - - Bd. *a*6	117	85	70 6 1
600	LLANGWM - - - Ch. *b*1	205	198	130 3 6
600	LLANRHIAN, MATHRY, AND LLANREITHAN, U.D.: Croesgoch - - - Bd. 6	104	67	61 8 0
	Llanrhian - - - N. 6	*97	52	41 9 0
	Mathry - - - Ch. 6	*121	46	42 6 0
	Trevine - - - Bd. 6	112	53	50 5 6
599	LLANSTADWELL: Llanstadwell - - N. 1	217	145	132 0 6
	Neyland - - - Bd. 1	517	440	444 12 6
	Waterston - - - Bd. 10	142	61	57 11 0
600	LLANSTINAN: Llanstinan and Manor Owen and Jordanston N. 6	74	54	51 14 0
601	LLANTWOOD, U.D.: Brestwell - - - Bd. 6	69	55	55 12 6
	Llanllwod - - - Bd. 6	110	86	†70 15 0
	Llanrhian and Mathry			
	Llanstadwell			
	Llanstinan and Manor			
	Llantwood, U.D.			
	Meline and Whitchurch, U.D.			
	Moylgrove			
	Nevern and Bayvil, U.D.			
	Newport			
	Nolton			

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	Pembroke—*cont.*			
	Llanvalteg. See HENLLAN AMGOED, U.D.			
600	LLANWNDA Henner - Bd. 6	135	97	69 12 6
601	LLANYCHLWYDOG, U.D.: Picton - - - - Bd. 6	70	29	×†47 3 0
598	LLAWHADEN - - N. *b*4	*108	57	††67 18 1
598	LLYSYFRAN - - - B. *b*4	120	87	††88 2 5
	Longstone. See LUDCHURCH.			
598	LOVESTON, U.D.: Loveston - - Bd. *b*2	72	30	††35 4 7
	Reynalton - - - B.	*		
598	LUDCHURCH: Longstone - - - B. *b*4	54	34	††45 12 1
598	MAENCLOCHOG, U.D.: Maenclochog - - Bd. 5	141	110	96 5 0
601	MAENORDEWI: Abereych - - - N. 11	93	51	38 3 6
	Manordeifi - - - N. 7	*124	56	†56 18 0
599	MANORBIER - - - N. *c*2	*128	80	68 3 4
600	MARLOES: St. Bride and Marloes N. *b*2	*135	93	63 16 0
598	MARTLETWY - - N. *b*2	*128	52	†80 17 6
	Mathry. See LLANRHIAN, U.D.			
601	MELINE AND WHITCHURCH, U.D.: Meline and Whitchurch - - Bd 6	94	55	32 10 0
	Milford Haven. See STEYNTON.			
	Moilgrove. See MOYLGROVE.			
599	MONCKTON: Orielton, Undenominational - - - 10	*138	97	97 3 0
601	MOYLGROVE: Moilgrove - - - Bd. 7	*106	70	59 10 0
598	MYNACHLOGDDU: Bethel - - - - B. 4	90	53	†60 3 4
598	NARBERTH, U.D.: Narberth - - - Bd. 3	*218	173	166 15 9
	Narberth - - - N. 3	146	95	88 18 0
601	NEVERN AND BAYVIL, U.D.: Llwynhirion, Cross Road - - - Bd. 6	108	44	†287 7 0
	Nevern - - - Bd. 6	130	88	†35 4 0
	New Hedges. See ST. MARY TENBY, OUT LIBERTY.			
601	NEWPORT - - - Bd. 6	226	203	144 0 0
600	NOLTON - - - Ch. *b*2	61	34	×†40 9 1

a 15 months' grant. *b* 11 months' grant. *c* 10 months' grant.

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	Pembroke—*cont.*			£ s. d.
	Orielton. See MONCKTON.			
599	PEMBROKE (BOROUGH):			
	East End - - - Bd. 10	367	346	320 12 0
	Monkton - - - Bd. 10	*378	360	315 0 0
	Pembroke Dock, Albion Square, Boys - - Bd. 10	280	276	266 4 6
	Pembroke Dock, Llanion - - - Bd. 10	144	160	140 0 0
	Pembroke Dock, Meyrick Street - - Bd. 10	*394	378	330 15 0
	Pembroke Dock - - - N. 10	*642	571	491 12 6
	Pembroke Dock, Pennar - - - - Bd. 10	258	234	193 17 0
599	PENALLY - - - N. 10	127	46	‡47 15 0
	Penfordd. See BLETHERSTON.			
	Picton Castle. See SLEBECH.			
600	PUNCHESTON - - - N. *a*4	156	51	40 1 8
599	PWLLCROCHAN - - N. 9	60	40	†‡57 0 0
	Reynalton. See LOVESTON, U.D.			
599	REDBURTH:			
	Rhydberth - - - N. 4	144	63	×‡78 11 0
598	ROBESTON WATHEN - N. 4	93	44	†‡58 10 0
600	ROCH - - - - N. *b*2	81	57	‡55 1 10
599	ROSEMARKET - - Ch. *b*1	112	76	†63 18 2
600	RUDBAXTON - - - N. 12	*100	71	60 1 6
	St. Bride and Marloes. See MARLOES.			
600	ST. DAVID'S:			
	Carnedryn - - - Bd. 6	119	53	‡60 5 3
	Quickwell Hill - - Bd. 6	244	155	149 16 6
	St. David's - - - N.	150	27	
601	ST. DOGMELLS:			
	St. Dogmells - - Bd. 7	*335	191	167 2 6
600	ST. DOGWELL'S:			
	Wolfscastle - - - B. *b*2	*83	63	49 5 0
599	ST. FLORENCE - - N. 10	*132	45	†‡65 1 6
600	ST. ISHMAEL'S - - P. 2	*103	70	‡61 5 0
598	ST. ISSELLS, U.D.:			
	Amroth - - - Bd. *b*3	*101	57	43 1 8
	Pentlepoir - - - Bd. *b*3	81	70	64 3 4
	Saundersfoot - - Bd. *b*3	*184	117	87 17 10
	Stepaside - - - Bd. *b*3	173	119	95 9 0
599	ST. MARY TENBY, OUT LIBERTY:			
	New Hedges - - Ch. *b*3	*80	32	††49 4 6
600	ST. NICHOLAS - - N. 6	111	62	†59 13 0
598	SLEBECH, Picton Castle Ch. *b*1	85	35	†‡47 17 0
	Solva. See WHITCHURCH.			
598	SOUTH NARBERTH, U.D:			
	Templeton - - - Bd. *b*4	*145	73	51 17 3

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	Pembroke—*cont.*			£ s. d.
600	SPITTAL - - - N. 2	*118	82	‡69 11 4
599	STACKPOLE - - - N. 10	149	66	61 18 0
600	STEYNTON:			
	Bolton Hill - - - Bd. 12	102	66	49 19 0
	Milford - - - Bd. 2	329	270	236 5 0
	Milford Haven - - N. 2	210	93	77 8 0
600	TALBENNY Branch - N. 2	*52	37	†38 13 0
	Tavernspite. See LAMPETER VELFREY.			
599	TENBY (BOROUGH):			
	Tenby - - - - P. *b*4	*751	326	261 9 7
	Tenby - - - - W. 3	337	156	130 9 0
600	UZMASTON:			
	Uzmaston-cum-Boulston - - - - N. *b*1	110	30	††41 0 5
600	WALWENS CASTLE - Ch. *b*2	50	29	‡19 2 1
599	WARREN, Agricultural 10	194	80	77 2 0
600	WEST WALTON:			
	Broad Haven, Undenominational - - 2	42	36	15 0 0
	West Walton - - N. 2	134	69	56 10 0
600	WHITCHURCH:			
	Solva - - - - Bd. 6	212	112	106 1 2
	Solva - - - - N.	*		
600	WISTON - - - - N. *b*4	153	65	†‡67 12 1
	Wolfscastle. See ST. DOGWELL'S.			
	RADNOR.			
612	ABBEY-CUM HIR:			
	Abbey-cwm-hir - - N. 11	81	28	×‡47 8 0
	Bwlchysarnau - - B. 11	49	34	×†52 5 0
607	ABEREDW - - - N. 7	60	20	×‡40 9 0
611	BEGUILDY:			
	Beguildy - - - N. *c*3	*80	32	†‡71 3 9
	Creigybyther - - N. *c*3	*80	32	†‡75 1 8
611	BLEDDFA - - - N. 10	42	15	×‡37 0 6
610	BOUGHROOD - - - N. *b*5	*77	28	†‡39 9 3
	Bwlchysarnau. See ABBEY-CUM-HIR.			
611	CASCOB - - - - N. 10	*70	28	×‡47 6 0
612	CEFENLLYS URBAN:			
	Llandrindod and Cefnllys - - - N. 11	*195	125	105 19 0
610	CLYRO - - - - N. *b*5	*143	73	‡63 12 2
607	CREGRINA, U.D.			
	Franksbridge - - Bd. 3	60	28	††41 12 0
	Lower Llanedw - - Bd. 7	69	33	×39 14 6
	Creigybyther. See BEGUILDY.			

a 13 months' grant. *b* 11 months' grant. *c* 17 months' grant.

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	Radnor—*cont.*			
	Cwmdauddwr. See Llansaintfraid Cwmdauddwr.			
607	Disserth and Trecoed:			
	Howey Village - - N. 7	83	68	54 10 0
	Penkerrig - - - B. 4	89	59	66 12 6
	Penkerrig - - - Ch.	*		
	Dyffryn Clerwen. See Llansaintfraid Cwmdauddwr.			
343	Evenjobb, Newcastle, Barland, and Burra:			
	Evancoyd - - - Ch. 3	65	50	†40 17 0
343	Gladestry - - - N. 3	87	44	†44 0 0
	Glan-Ithon. See Llanbadarn-Fynydd.			
610	Glasbury. *See also* Brecknockshire:			
	Ffynongynyd - - N. *a*5	*61	61	44 9 2
611	Heythop - - - N. *b*3	*94	34	×‡76 5 9
	Howcey. See Disserth.			
611	Knighton - - - N. *c*3	*392	298	342 1 4
612	Llanbadarnfawr:			
	Llanbadarnfawr - - Bd. 11	189	109	96 5 1
	Llanbadarnfawr - - N.	*		
611	Llanbadarn-Fynydd:			
	Glan Ithon - - - Ch. 10	*72	65	†‡86 12 6
	Llaithdu - - - Bd. *e*10	63	52	†24 10 6
610	Llanbedr Painscastle:			
	Painscastle - - - N. *a*5	*117	47	×‡61 15 3
611	Llanbister:			
	Cantal - - - - Bd. 10	66	56	†‡77 8 0
	Llanbister - - - Bd. 10	78	41	†43 17 0
343	Llandegley - - N. *c*3	81	42	52 10 8
611	Llandewi Ystradenny, Private - - - - *a*10	135	63	†‡68 16 10
610	Llandilo Graban - N. *a*5	*56	37	†‡45 8 0
	Llandrindod. See Cefenllys Urban.			
607	Llanelwedd - - N. 7	61	58	†64 11 0
611	Llanfihangel Rhydithon - - - Bd. *b*3	82	58	59 15 8
611	Llangunllo - - N. *b*3	114	74	100 8 10
612	Llansaintfraid Cwmdauddwr Endowed - - - Ch. 11	94	80	72 4 0
	Dyffryn Clerwen - - N. 11	72	23	·‡44 0 0
607	Llansaintfraid-in-Elvel - - - - Bd. 7	54	36	†‡49 14 0
612	Llanyre - - - N. 11	153	116	97 0 0
610	Llowes, Hay - - Ch. *a*5	56	36	†‡48 2 8
	Nantgwyn. See St. Harmons.			
612	Nantmel:			
	Cantron - - Bd. 11	72	16	·‡ 3 6 0
	Nantmel - - - N. 11	*127	39	·‡53 8 6
	St. Mark's - - - Ch. 11	67	14	·‡37 6 0
343	Newchurch - - Bd. 3	81	35	48 19 0
343	New Radnor - - N. 3	153	111	‡106 2 0
611	Norton - - - - P. 10	46	29	†‡43 5 4
343	Old Radnor and Burlingjobb:			
	Old Radnor, Endowed N. 3	*148	89	78 19 0
	Painscastle. See Llanbedr Painscastle.			
	Penkerrig. See Disserth.			
611	Presteign:			
	Greenfields, Girls - 10	85	39	35 2 0
	Presteign - - - B. 10	151	67	63 13 0
	Presteign - - - N. 10	185	102	98 6 0
	Radnor. See New Radnor and Old Radnor.			
612	Rhayader - - - Ch. 11	153	106	88 6 9
612	St. Harmon's:			
	Nantgwyn - - - B. 11	40	19	†‡36 10 0
	St. Harmon's - - N. 11	*96	33	†‡47 18 6
611	Stanage:			
	Stanage, Weston, and Stowe - - *b*3	57	29	·‡70 14 7
611	Whitton, Dame Anna Child's Charity - 10	87	65	·‡83 0 6

MONMOUTHSHIRE.

	MONMOUTH.			£ s. d.
582	Abergavenny Urban:			
	Abergavenny, Boys - N. 11	*263	207	189 6 0
	Abergavenny - - B. 11	268	301	266 7 6
	Abergavenny, Girls and Infants - - Ch. 11	*352	387	316 4 0
	Abergavenny - - R. 7	157	98	74 12 6

	Monmouth—*cont.*			£ s. d.
	Abergavenny. See Trevethin.			
	Abertillery. See Aberystruth.			
583	Aberystruth:			
	Abertillery - - - Bd. 12	693	526	442 1 10
	Abertillery - - N. 12	*487	431	345 14 —
	Blaina - - - - Bd. 10	1,348	988	926 15 9

a 11 months' grant. c 17 months' grant. e 16 months' grant. g 6 months grant.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	No. of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
	Monmouth—*cont.*			£ s. d.
583	Aberystruth—*cont.*			
	Brynmawr - - - R. 12	163	75	58 14 0
	Cwmtylery - - - Bd. *a*9	574	402	343 7 4
	Cwmyrdderch - - Bd. 10	199	210	212 9 6
	Garnvach - - - Bd. 10	666	610	602 3 0
	Nantyglo - - - Bd. 10	393	379	348 9 0
	Pontygof, Boys - - Bd. 10	334	250	244 15 0
	Bassaieg. See DUFFRYN, U.D.			
585	BEDWAS:			
	Bedwas Bridge - - Bd. 4	173	109	97 8 6
	Davies' Charity - - 4	72	67	50 2 0
	Maescwmwr - - - Bd. 4	286	166	147 3 11
583	BEDWELLTY:			
	Blackwood - - - Bd. 11	365	280	263 15 0
	Cwmsyflog - - - Bd. 11	75	66	56 2 0
	Ebbw Vale - - - Bd. 10	870	631	638 4 6
	Ebbw Vale, Pontygof Bd. 10	584	459	401 12 6
	Ebbw Vale - - - R. 12	247	115	100 12 6
	Ebbw Vale, Victoria - Bd. 10	485	343	339 14 6
	Holly Bush - - - Bd. 10	112	48	†161 12 0
	Lower Rhymney - Bd. 4	460	318	267 15 0
	Mammoel - - - Bd. 10	53	28	†‡42 9 0
	Middle Rhymney - Bd. 4	718	265	245 19 0
	New Tredegar - - Bd. 11	357	214	202 10 0
	New Tredegar, Infants - - - Bd. 11	314	220	166 0 0
	Pengam - - - Bd. 11	233	215	210 5 0
	Pits - - - - Bd. 11	77	38	†‡50 9 0
	Rhymney - - - R. 4	157	43	36 10 6
	Sirhowy - - - Bd. 4	533	348	327 12 0
	Tredegar, Earl Street - Bd. 11	1,318	792	802 4 6
	Tredegar, Georgetown Bd. 11	880	681	598 13 6
	Tredegar - - - R. 11	386	118	95 13 6
	Troedrhiwgwair - Bd. 11	153	130	112 0 0
	Upper Rhymney - Bd. 4	460	313	264 16 0
	Village - - - - Bd. 4	36	23	19 11 0
584	BETTWS:			
	Trostrey, Bettws, and Kemeys - - - N. 4	*75	37	†39 9 6
585	BISHTON - - - Bd. 6	36	34	×‡53 16 0
582	BLAENAVON:			
	Blaenavon - - - Bd. 12	248	174	162 13 4
	Blaenavon - - - B. 3	500	353	308 17 6
	Blaenavon, Endowed - N. 3	*389	258	239 1 9
	Blaenavon, Infants - N. 3	*318	221	168 15 0
	Blaenavon - - - R. 3	*215	136	106 8 6
	Blaenavon - - - W. 3	393	346	302 15 0
582	BRYNGWYN - - - Ch. 10	52	30	†‡44 1 0
	Brynmawr. See ABERYSTRUTH.			
585	CAERLEON:			
	Endowed - - - - 11	496	293	278 8 6
580	CAERWENT - - - N. 7	88	101	‡89 1 8
580	CALDICOT - - - N. 7	248	192	152 8 0
580	CHAPEL HILL:			
	Chapel Hill and Tintern - - - - N. 7	*164	117	77 14 6
	Monmouth—*cont.*			£ s. d.
580	CHEPSTOW:			
	Chepstow, Boys - - Bd. 11	*210	177	181 8 6
	Chepstow, Girls and Infants - - - Bd. 11	271	185	181 12 6
	Chepstow, Girls and Infants - - - N. 11	*227	161	146 18 0
582	CLYTHA - - - - R. 11	110	51	††65 17 6
	Coed-y-paen. See LLANGIBBY.			
	Court-y-bella. See MYNYDDISLWYN.			
	Cwmbrân. See UPPER LLANVRECHVA AND LLANVIHANGEL LLANTARNAM.			
581	CWMCARVAN - - - N. 10	*52	24	×‡45 10 0
581	DINGESTOW AND TREGARE, U.D.:			
	Dingestow and Tregare - - - Bd. 12	111	62	‡58 4 6
585	DUFFRYN AND GRAIG, U.D.:			
	Bassaleg - - - Ch. 11	275	174	150 18 0
	Rhiwderyn - - - Bd. 5	289	134	129 15 6
580	EAST AND WEST NEWCHURCH, U.D.:			
	Devauden - - - Bd. 4	90	43	19 10 0
	West Newchurch - Bd. 4	66	26	18 18 0
	Ebbw Vale. See BEDWELLTY.			
	Forest. See LLANTILLIO PERTHOLEY.			
	Govilon. See LLANWENARTH ULTRA.			
584	GOYTREY:			
	Goytrey - - - B. 4	*134	83	71 17 6
	Goytrey - - - N.	*		
584	GRIFFITHSTOWN:			
	Griffithstown - - Bd. 2	372	346	286 18 0
584	GWEHELOG - - - N. 4	*72	38	‡40 6 0
580	ITTON - - - - N. 7	85	48	×53 12 0
	Kymin. See MONMOUTH (BOROUGH).			
582	LLANARTH - - - N. 11	*76	2	23 5 0
584	LLANBADDOCK, MONKSWOOD, AND GLASCOED, U.D.:			
	Glascoed Common - Bd. 4	80	61	‡69 15 0
	Llanddewi. See LLANTHEWY RYTHERCH.			
581	LLANDENNY - - - N. 7	76	40	35 2 0
	Llandevaud. See LLANMARTIN.			
581	LLANDOGO:			
	Llandogo - - - N. 6	86	41	††52 14 6
	Whitebrook - - N. 6	64	42	††53 10 0
582	LLANELLEN - - - N. 10	*83	46	‡47 15 0
582	LLANFOIST:			
	Lower Llanfoist - Bd. 10	*138	87	74 13 0

a 11 months' grant.

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	Monmouth—*cont.*			
582	LLANGATTOCK LINGOED: James Davies' - - N. 11	*70	36	×£56 5 0
582	LLANGATTOCK NIGH-USK - - - - Bd. 11	51	38	†40 8 0
581	LLANGATTOCK-VIBON-AVEL - - - - N. 12	145	68	66 12 8
584	LLANGIBBY: Coed-y-paen - - N. 4	47	39	×£56 3 6
	Llangiby - - - Ch. 4	92	61	†£76 5 0
580	LLANGWM-UCHA: Llangwm - - - Ch. 6	*92	49	£48 7 10
585	LLANHENNOCK - - Ch. 10	43	41	†£57 16 0
584	LLANHILLETH: Aberbeeg - - - Bd. 4	*335	308	270 8 0
	Crumlin - - - Bd.			
	Six Bells, Infants - Bd. 4	104	78	67 6 0
581	LLANISHEN, LLANVIHANGEL-TOR-Y-MYNYDD, AND TRELLECK GRANGE, U.D.: Llanishen - - - Bd. 5	95	35	33 8 6
565	LLANMARTIN-WITH-LLANDEBAR: Llandevaud - - Ch. 6	*94	65	£61 19 6
	Llancoer. See LOWER LLANOVER.			
580	LLANSOY - - - - N. 4	57	16	×£27 16 0
582	LLANTHEWY RYTHERCH: Llanddewi Rytherch - B. 11	*98	51	32 9 9
	Llanddewi Rytherch - N. 11	*91	34	27 1 0
581	LLANTILLIO CROSSENNY: Powell's, Endowed - 12	146	77	63 10 0
582	LLANTILLIO PERTHOLEY: Forest - - - - B. 11	84	31	×£50 14 0
	Llantillio Pertholey - N. 11	*147	93	72 1 0
584	LLANTRISSENT: Llantrissent and Llanbadoc - - - N. 4	*83	22	†23 1 0
	LLANVACHES. See ST. BRIDE'S.			
582	LLANVAIR, KILGEDDEN N. 10	*206	60	†£77 0 0
582	LLANVETHERINE - - N. 11	61	46	40 5 0
582	LLANVIHANGEL CRUCORNEY-WITH-PENBIDDLE: Llanvihangel Crucorney - - - N. 11	*108	66	58 0 0
585	LLANVIHANGEL LLANTARNAM: Cwmbrân - - - R. 11	225	169	140 12 0
	St. Dials - - - Bd. 11	554	507	402 10 0
584	LLANVIHANGEL-PONT-Y-MOILE AND MAMHILAD, U.D.: Llanvihangel-pont-y-moile and Mamhilad Bd. 4	*99	31	26 12 0
581	LLANVIHANGEL-TYDEEN-LLEWERN - - - N. 5	32	16	×£13 0 0

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	Monmouth—*cont.*			
	Llanvrechva. See UPPER AND LOWER LLANVRECHVA.			
582	LLANWENARTH, CITRA N. 11	*61	36	24 11 0
582	LLANWENARTH, ULTRA: Govilon - - - B. 11	130	51	42 18 0
	Llanwenarth, Ultra - N. 11	*150	74	62 11 0
	Pwlldu - - - N. 10	129	94	82 9 6
582	LOWER CWMYOY - - Bd. 10	57	17	*22 8 0
582	LOWER LLANOVER: Llanover - - - P. 11	*107	39	37 4 6
584	LOWER LLANVRECHVA: Croes-y-Ceilog - - Bd. 2	161	138	109 15 4
	Lower Llanvrechva - N. 2	140	86	70 3 0
585	MACHEN AND WAENFAWR, U.D.: Ochrwyth - - - Bd. 04	219	148	104 0 0
	Upper Machen - - Bd. 4	449	255	206 12 6
	Waenfawr - - - Bd. 4	172	78	62 16 0
585	MAGOR - - - - N. 6	*166	102	91 10 0
585	MALPAS - - - Ch. 3	116	86	85 3 6
585	MARSHFIELD - - N. 3	*139	53	42 6 6
580	MATHERNE - - - Bd. 7	102	93	80 0 0
585	MICHAELSTON-Y-VEDW: Endowed - - - - 3	81	34	27 1 0
581	MICHEL TROY - - Ch. 10	67	37	*£47 16 6
581	MONMOUTH (BOROUGH): Buckholt - - - Ch. 12	73	26	24 3 0
	[illegible] Street, In[illegible] - - - B. [illegible]	203	179	151 [illegible] 6
	Ka[illegible] and Wyesham N. [illegible]	*134	106	77 [illegible] 0
	M[illegible] - - - N. [illegible]	*463	109	154 11 0
	Over[illegible]row - - - N. 10	*293	259	203 2 0
585	MYNYDDISLWYN: Abercarn - - - Bd. 3	626	544	530 4 [illegible]
	[illegible]'-Bella - - N. 6	*335	162	148 18 6
	[illegible] - - - Bd. 6	276	260	246 0 0
	[illegible] - - - Bd. 6	305	309	283 5 0
	[illegible] - - - Bd.			
	[illegible] - - - Bd. 5	490	486	435 2 6
	[illegible]ndeath - - Bd. 6	379	244	243 1 0
	[illegible] - - - Bd. 4	110	49	×£1 15 0
	Ynysddu - - - Bd. 6	190	98	83 7 0
585	NASH - - - - - N. 6	88	36	†28 5 6
	[illegible] ST. [illegible] AND WEST NEWPORT [illegible] U.D.			
585	NEWPORT (BOROUGH): Alexandra - - - Bd. 2	931	873	838 6 6
	Alteryn - - - Bd. 11	115	24	20 2 0
	Barnard Town - - Bd. 3	550	[illegible]	[illegible] 7 0
	Bolt Street - - - Bd. 12	625	521	[illegible] 13 6
	Central - - - Bd. 1	200	83	[illegible] 9 6
	Holy Cross - - - R. 2	444	323	[illegible] 13 6
	Lliswerry - - - Bd. 11	225	175	[illegible] 1 0
	Maindee - - - Bd. 11	775	[illegible]	[illegible] 6 0
	Maindee, Eveswell - Bd. 11	664	570	[illegible] 9 6
	Marshes Road - - Bd. 11	1,004	820	[illegible] 2 6
	Newport - - - N. 11	*692	467	[illegible] 13 6
	Pilgwenlly, St. Michael's - - - R. 5	634	467	[illegible] 17 6
	Pilgwenlly, Trinity - Ch. 12	736	495	[illegible] 7 6

a 10 [illegible] grant.

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	Monmouth—*cont.*			
585	Newport (Borough)—*cont.*			
	St. Mary's - - - R. 2	*442	304	266 0 0
	St. Woollos' - - 5	*800	647	586 2 0
	Spring Gardens - - Bd. 1	995	361	337 8 6
	Stow Hill - - - Bd. 11	*658	622	624 7 0
	Tredegar Wharf - - 11	*549	539	471 12 6
	Overmonnow. See MONMOUTH (BOROUGH).			
584	PANTEAGUE:			
	Panteg, Wern - - N. 1	*292	256	217 7 0
	Pontymoile - - - N. 1	*448	436	357 8 6
581	PENALT - - - - Ch. 10	102	44	‡45 1 0
581	PENROSE:			
	Penrhos - - - N. 12	*75	23	†27 6 6
581	PENYCLAWDD:			
	Penyclawdd and Llangoven - - - N.*a*10	53	18	†11 15 10
585	PETERSTONE - - Bd. 3	35	29	×‡51 13 0
	Pillgwenlly. See NEWPORT (BOROUGH).			
	Pontnewydd. See UPPER LLANVRECHVA.			
	Pontymoile. See PANTEAGUE.			
	Pontypool. See TREVETHIN.			
580	PORTSKEWET:			
	Portskewet - - - N. 7	52	46	35 17 0
	Severn Tunnel - - 12	425	161	140 17 6
	Pwlldu. See LLANWENARTH, ULTRA.			
581	RAGLAN - - - - N. 7	163	91	76 6 6
585	REDWICK - - - N. 6	57	26	†‡42 4 0
	Rhymney. See BEDWELLTY.			
585	RISCA:			
	Cross Keys - - - Bd. 6	493	488	509 7 9
	Pontymister - - Bd. 6	395	410	402 4 6
	Town - - - - Bd. 6	322	252	248 6 0
581	ROCKFIELD - - - N. 10	53	35	†‡54 5 0
585	ROGERSTONE AND HENLLIS, U.D.:			
	Henllis - - - Bd. 6	94	79	73 5 4
	Tydee - - - - Bd. 6	564	327	321 9 6
580	ROGIATT:			
	Rogiet-with-Ifton - N. 4	103	39	†‡54 7 0
586	RUMNEY - - - Bd. 3	127	70	56 5 0
580	ST. ARVAN'S:			
	St. Arvan's Penterry and St. Arvan's Grange - - - N. 7	*156	103	‡107 13 0
	Monmouth—*cont.*			
585	ST. BRIDE, NETHERWENT:			
	Llanvaches, Penhow, and St. Bride's - N. 6	96	76	53 18 0
585	ST. BRIDE, WENTLLOOGE - - - - Bd. 3	49	29	†33 6 6
586	ST. MELLONS - - Ch. 3	150	100	98 2 8
580	SHIRENEWTON:			
	Earlswood - - - Bd. 7	*90	37	‡40 3 0
	Mynyddbach - - Bd. 7	85	40	‡45 2 0
581	SKENFRITH, U.D. *See also* HEREFORDSHIRE:			
	Grosmont - - - Bd. *b*6	120	64	54 7 11
	New Inn - - - Bd. *b*6	73	46	‡54 8 6
	Norton Cross - - Bd. 10	88	70	‡79 12 0
	Skenfrith - - - N.	*		
	Tredegar. See BEDWELLTY.			
581	TRELLECK, U.D.:			
	Trelleck - - - Bd. 10	133	111	88 10 0
	Trelleck, Endowed - Ch. 10	101	60	46 10 0
584	TREVETHIN:			
	Abersychan - - - Bd. 1	*694	552	452 16 0
	Abersychan - - - R. 1	180	110	93 6 6
	Cwmfrwdoer - - Bd. 2	291	299	259 1 6
	Garndiffaith - - Bd. 2	488	494	432 5 0
	Pantygasseg - - Bd. 10	100	68	52 8 6
	Park Terrace - - Bd. 12	311	233	203 17 6
	Pontnewynydd - - Bd. 2	*465	478	414 18 0
	Pontypool - - - Bd. 2	564	411	359 12 6
	Pontypool, Charity - N. 1	*416	407	294 14 11
	Pontypool, St. Alban's R. 1	167	122	91 0 6
	Twmpath, Infants - Ch. 1	79	84	63 0 0
	Varteg Hill Colliery - Bd. 3	458	294	241 10 6
	Trostrey. See BETTWS.			
580	UNDY - - - - N. 4	91	45	‡45 19 6
582	UPPER CWMYOY - - N. 10	*53	16	×26 12 0
584	UPPER LLANVRECHVA:			
	Cwmbrân - - - - N. 2	479	242	204 3 6
	Pontnewydd - - N. 2	*224	237	218 11 6
584	USK - - - - N. 4	355	199	190 15 0
	West Newchurch. See EAST AND WEST NEWCHURCH, U.D.			
	Whitebrook. See LLANDOGO.			
585	WHITSON:			
	Whitson and Goldcliff N. 6	*57	40	18 16 0
581	WONASTOW - - - N. 10	43	24	×33 10 0

a 5 months' grant. *b* 14 months' grant.

LIST, under School Districts, of Evening Continuation Schools aided by Parliamentary Grants in the Year ended 31st August 1894.

WALES AND MONMOUTHSHIRE.

NOTES:—

The names of all School Districts are printed in capitals; other places in italics.

N. or Ch. denotes that the School is in connexion with the *National Society*, or with the *Church of England*; B., with the *British and Foreign School Society*; W., with the *Wesleyan Methodists' Conference*; R., with the *Roman Catholic School Committee*; P., that it is a *Parochial* School; and Bd., a *Board* School.

No. of Dist. or Un. in Census Tables.	Name and Denomination of School.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
	ANGLESEY.		
628	LLANDEGFAN - - - Bd.	11	6 1 0
630	LLANGEFNI - - - Bd.	32	13 5 0
627	LLANGEINWEN: Dwyran - - - - Bd.	15	11 15 6
627	NEWBOROUGH ST. PETER'S - - - - Bd.	16	7 17 0
	BRECON.		
609	LLANELLY: Darenfelen - - - Bd.	5	1 12 0
591	LOWER YSTRADGUNLAIS: Ynyscedwyn - - - Bd.	17	9 17 6
588	VAYNOR: Cefn Coed - - - Bd.	11	5 12 0
	Vaynor - - - - N.	10	6 4 0
	CARDIGAN.		
606	ABERYSTWYTH (BOROUGH): Aberystwyth - - - Bd.	25	15 15 0
601	CARDIGAN (BOROUGH): Cardigan - - - - Bd.	16	8 3 6
605	CWMRHEIDOL, U.D.: Ponterwyd - - - Bd.	30	26 5 0
	Pourhyncoch. See TREFEIRIG.		
606	TREFEIRIG: Pourhyncoch - - - N.	5	4 7 6
	CARMARTHEN.		
602	KENARTH, U.D.: Newcastle Emlyn - - N.	21	14 4 6

No. of Dist. or Un. in Census Tables.	Name and Denomination of School.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
	Carmarthen—*cont.*		
596 & 597	LLANDEBIE, LLANFIHANGEL-ABERBYTHYCH, LLANDDAROG AND LLANARTHNEY, U.D.: Ammanford - - - Bd.	77	34 16 0
596	LLANDILOFAWR, U.D.: Glanamman - - - Bd.	46	20 17 0
594	LLANELLY: Lakefield Road - - Bd.	58	28 17 0
595	LLANGADOCK - - -	17	10 5 0
597	LLANGENDEIRNE: Bankffosfelen - - - Bd.	20	17 10 0
	Newcastle Emlyn. See KENARTH.		
	CARNARVON.		
626	BANGOR, U.D.: Glasynfryn - - - N.	30	17 10 0
	St. Paul's - - - Bd.	188	91 1 0
	Bronyfoel. See LLANDWROG.		
627	CARNARVON (BOROUGH)	25	6 10 0
621	EIDDA: Ysgytty - - - N.	30	14 10 0
	Glasynfryn. See BANGOR, U.D.		
626	LLANBEDROG - - - N.	30	5 15 0
627	LLANBERIS: Dolbadarn - - - Bd.	48	20 0 0
	Nant Peris - - Bd.	30	20 0 0
627	LLANDWROG: Bronyfoel - - - N.	25	5 15 0
	Penfforddelen - - Bd.	30	20 0 0

No. of Dist. or Union in Census Tables.	Name and Denomination of School.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
	Carnarvon—*cont.*		
628	LLANLLECHID - - - N.	15	13 2 6
627	LLANLLYFNI:		
	Llanllyfni - - -	25	12 12 0
	Nebo - - - -	35	15 0 0
	Penygroes - - -	57	43 1 0
	Talysarn - - -	39	24 12 6
627	LLANRUG:		
	Cwmyglo - - - Bd.	54	47 5 0
	Glan Moelyn - - Bd.	19	8 15 0
621	PENMACHNO - - - N.	25	19 7 0
	Ysputty. See EIDDA.		
	DENBIGH.		
622	LLANARMON DYFFRYN CEIRIOG - - - Bd.	10	4 0 0
622	LLANGOLLEN:		
	Garth - - - Bd.	7	3 10 0
	Llangollen - - Bd.	37	22 13 0
	Penllyn - - - Bd.	16	6 18 0
	Vron - - - Bd.	{24	15 14 0
		{25	21 17 6
619	LLANRHAIADR-IN-KIMMERCH:		
	Llanrhaiadr - - - N.	43	22 3 0
352	LLANSILIN:		
	Llansilin - - - - N.	10	6 19 0
	Penycae. See RUABON.		
618	RUABON, U.D.:		
	Acrefair - - - - Bd.	{125	90 6 0
		{108	94 10 0
	Cefn - - - - Bd.	36	23 2 9
	Penycae - - - - N.	33	12 11 0
	FLINT.		
617	CILCEN - - - - N.	7	5 1 0
617	FLINT (BOROUGH):		
	Flint Common, St. Thomas - - - N.	23	19 1 6
450	HAWARDEN:		
	Hawarden - - - Ch.	12	4 3 0
	Mold Junction, London and North-Western Railway Company's -	9	5 10 0
617	LLANASA:		
	Ffynnon Groew - -	29	25 7 6
	Mold Junction. See HAWARDEN.		
	GLAMORGAN.		
588	ABERDARE:		
	Aberdare Town - - Bd.	9	4 10 0
	Cwmaman - - - Bd.	18	9 6 6
	Cwmbach - - - N.	41	35 17 6
	Park - - - - Bd.	50	36 13 6

No. of Dist. or Union in Census Tables.	Name and Denomination of School.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
	Glamorgan—*cont.*		
586	BARRY, U.D.:		
	Barry - - - - Bd.	28	15 9 6
	Cadoxton - - - Bd.	23	7 0 0
	Holton Road - - - Bd.	{23	13 4 0
		{58	36 3 0
589	BETTWS:		
	Bettws - - - - N.	18	11 8 6
	Ponty Rhyl - - - Bd.	22	11 11 0
589	BRIGEND, U.D.:		
	Brigend - - - - Bd.	27	12 15 0
590	BRITON FERRY		
	Briton Ferry - - - N.	11	4 18 6
	Giants' Grave - - Bd.	15	6 5 0
	Neath Road - - - Bd.	48	27 10 0
586	CARDIFF (BOROUGH):		
	Adamsdown - - - Bd.	36	31 10 0
	Albany Road - - - Bd.	31	26 14 6
	Court Road - - - Bd.	35	23 19 6
	Crwys Road - - - Bd.	43	37 12 6
	Grangetown - - - Bd.	27	23 12 6
	Severn Road - - - Bd.	52	39 14 6
	Spotlands - - - Bd.	29	27 10 6
	Stacy Road - - - Bd.	15	12 5 0
592	COCKETT:		
	Dunvant - - - - Bd.	46	49 12 0
	Waunarlwydd - - Bd.	39	20 8 6
	Cwmbach. See ABERDARE.		
590	GLYNCORRWG:		
	Abergwynfi - - - Bd.	19	10 1 0
	Glyncorrwg - - - Bd.	81	70 17 6
593	HIGHER LLANRHIDIAN:		
	Cwm Cynor - - -	25	22 10 0
	Three Crosses - - -	18	15 14 0
589	HIGHER NEWCASTLE:		
	Toadû Iron Works - B.	30	21 11 0
591	KILLYBEBILL - - -	17	6 17 0
	Kilvey. See SWANSEA, U.D.		
589	LLANDYFODWG:		
	Craigrhiwglyn - - Bd.	19	6 13 0
	Gilfach Goch - - Bd.	36	29 5 0
	Nantymoel - - - Bd.	40	17 17 6
589	LLANGEINOR:		
	Blaengarw - - - Bd.	37	25 9 0
	Ffaldau - - - - Bd.	82	65 19 6
	Nantymoel - - - Bd.	72	48 14 0
	Tynewydd - - - Bd.	58	27 5 6
591	LLANGWICK:		
	Cwmllynfel - - -	53	38 8 6
	Gwaen-cae-gerwen -	45	39 7 6
	Pontardawe - - -	21	18 7 6
587	LLANTRISANT:		
	Beddau - - - - Bd.	12	9 7 0
	Gilfach Goch - - Bd.	45	39 7 6
	Tonyrefail - - - Bd.	6	4 0 6
587	LLANTWIT FARDRE:		
	Llantwit Vardre - - Bd.	19	9 12 6
	Treforest - - - Bd.	24	8 19 6

No. of Dist. or Union in Census Tables.	Name and Denomination of School.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
	Glamorgan—*cont.*		
587 & 588	LLANWONNO:		
	Caegarw - - - - Bd.	23	9 15 6
	Miskin - - - - Bd.	22	6 13 6
	Navigation - - - - Bd.	21	8 3 0
	Newtown - - - Bd.	34	13 11 0
	Penrhiwceiber - - Bd.	35	15 4 0
	Trerobart - - - Bd.	13	4 8 0
	Ynysybwl - - - Bd.	11	3 15 0
594	LOUGHOR (BOROUGH):		
	Loughor - - - -	16	13 4 6
590	LOWER LLANTWIT:		
	Melyncryddan - - N.	58	27 14 0
	Tonna - - - - N.	32	21 5 6
	Melyncryddan. See LOWER LLANTWIT.		
588	MERTHYR TYDFIL:		
	Abercanaid - - - Bd.	19	9 17 0
	Abermorlais - - - Bd.	60	33 4 0
	Dowlais - - - - Bd.	87	46 19 6
	Gellifaelog - - - Bd.	32	22 5 0
	Merthyr Vale - - - Bd.	42	28 16 0
	Pentrebach - - - N.	44	20 3 6
	Pen-y-darren - - - Bd.	36	32 5 6
	Treharris - - - Bd.	19	10 3 6
	Troedyrhiw - - - Bd.	20	14 19 6
	Twynyrhodyn - - Bd.	52	25 2 6
589	MIDDLE LLANGONOYD:		
	Pontrhydycyff - - N.	18	15 0 0
590	NEATH (BOROUGH):		
	Alderman Davies' Charity - - - -	78	58 17 0
	Pentrebach. See MERTHYR TYDFIL.		
586	PETERSTONE-SUPER-ELY N.	9	3 5 0
587	PONTYPRIDD:		
	Graig - - - - Bd.	46	29 14 6
	Mill Street - - - Bd.	30	18 18 0
	Treforest, St. Michael's - R.	16	10 19 6
591	RHYNDWY CLYDACH:		
	Craig-Cefn-y-parc - -	17	14 17 6
592	SWANSEA, U.D.		
	Aberdyberthi Street - Bd.	42	51 8 0
	Beynhyfryd - - - Bd.	156	197 18 0
	Cadle - - - - Bd.	87	98 3 0
	Cwm - - - - Bd.	44	42 0 5
	[illegible] - - Bd.	35	42 4 0
	[illegible]	[illegible]	[illegible]
	Kilvey Copper Works - B.	17	8 16 0
	Llangyfelach - - - Bd.	12	9 15 6
	Morriston (Martin Street), [illegible] - Bd.	69	75 18 2
	Morriston, Pentrepoth - Bd.	36	45 15 0
	Plasmarl - - - - Bd.	98	123 12 6
	Rutland Street - -	51	44 12 6
	St. Helen's - - - Bd.	28	20 11 6
	Tirdeunaw - - - Bd.	51	51 4 7
	Trinity Place, Higher Grade, Boys and Girls Bd.	107	120 12 0
	Waun Wen - - - Bd.	43	52 10 0
	Ynystawe - - - Bd.	53	71 10 2
	Tondu. See HIGHER NEWCASTLE.		

No. of Dist. or Union in Census Tables.	Name and Denomination of School.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
	Glamorgan—*cont.*		
	Tonna. See LOWER LLANTWIT.		
	Treforest. See LLANTWIT PARDRE AND PONTYPRIDD.		
587	YSTRADYFODWG:		
	Aberllechan - - - Bd.	25	18 16 6
	Cwmclydach - - - Bd.	65	28 19 0
	Cymmer - - - - Bd.	18	6 7 6
	Ferndale, Higher Grade Bd.	75	94 10 0
	Hafod - - - - Bd.	62	36 4 6
	Maerdy - - - - Bd.	33	23 6 0
	Pentre - - - - Bd.	34	29 15 0
	Penygraig - - - Bd.	37	29 3 0
	Porth - - - - Bd.	66	41 7 6
	Ton - - - - - Bd.	24	12 17 0
	Treslau - - - - Bd.	69	35 11 6
	[illegible]bert - - - Bd.	36	23 16 6
	Treorkey - - - - Bd.	10	18 7 6
	Tylorstown - - - Bd.	51	31 3 6
	Williamstown - - Bd.	17	5 4 0
	Ynyshir - - - - Bd.	27	23 13 6
	MERIONETH.		
624	DOLGELLY - - - Bd.	23	5 11 6
625	FESTINIOG:		
	Festiniog - - - Bd.	34	21 0 6
	Glanypwll - - - Bd.	33	23 7 6
	Higher Grade, Boys - Bd.	32	18 16 0
	Higher Grade, Girls - Bd.	19	9 4 6
	Manod - - - - Bd.	31	16 2 0
	Slate Quarries - - Bd.	15	7 5 0
	Tanygrisiau - - Bd.	34	16 12 0
624	LLANABER.		
	Barmouth - - - Bd.	27	23 12 6
625	LLANDANWG:		
	Harlech, Endowed - Ch.	29	25 7 [illegible]
622	LLANDRILLO - - - Bd.	42	43 11 [illegible]
625	LLANFAIR-JUXTA-HARLECH.		
	Llanfair - - - - N.	13	6 3 6
625	LLANFIHANGEL-Y-TRAETHAU AND LLANFRothen, U.D.		
	Penrhyndeudraeth - Bd.	26	26 3 6
623	LLANFOR:		
	Sarnau - - - - Bd.	13	3 3 0
624	TALYLLYN:		
	Aberdefenny - - - Bd.	[illegible]	[illegible]
	Corris - - - - Bd.	12	7 3 0
	Tynyberthr - - -	17	14 17 6
	MONTGOMERY.		
614	NEWTOWN AND LLANLLWCHAIARN, U.D.:		
	New Church Street - Bd.	29	26 7 6
	PEMBROKE.		
609	PENYSERGP - - - N.	8	7 0 0

No. of Dist. or Union in Census Tables.	Name and Denomination of School.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
	Pembroke—*cont.*		
598	LAMPETER VELFREY -	10	8 10 6
599	TENBY - - - - W.	27	23 12 6
	MONMOUTH.		
582	ABERGAVENNY, RURAL:		
	Abergavenny, Boys - N.	22	9 3 0
583	ABERYSTRUTH:		
	Abertillery - - - Bd.	24	21 0 0
	Blaina - - - - Bd.	51	44 12 6
	Cwmtylery - - - Bd.	33	27 4 6
	Garnvach - - - Bd.	93	81 7 6
583	BEDWELLTY:		
	Ebbw Vale - - - Bd.	99	61 1 6
	Holly Bush - - - Bd.	40	26 2 6
	New Tredegar - - Bd.	23	15 5 6
	Sirhowy - - - - Bd.	104	74 1 6
	Monmouth—*cont.*		
	Bedwelty—*cont.*		
	Tredegar, Earl Street - Bd.	129	91 11 6
	Tredegar, Georgetown - Bd.	133	77 12 6
	Troedrhiwgwair - - Bd.	45	15 4 6
585	MYNYDDISLWYN:		
	Abercarn - - - Bd.	46	32 11 6
	Pontllanfraith - - Bd.	11	7 16 6
	Ynysddu - - - Bd.	14	8 0 0
585	NEWPORT (BOROUGH):		
	Alexandra - - - Bd.	48	23 16 0
	Barnard Town - - Bd.	87	64 15 6
	Boys - - - - N.	51	44 12 6
	Pillgwenlly, St. Michael's - - - - R.	122	110 0 0
	Stow Hill - - - Bd.	68	22 8 6
585	RISCA:		
	Cross Keys - - - Bd.	75	56 11 6
	Pontymister - - - Bd.	66	39 13 6
586	RUMNEY - - - - Bd.	8	3 16 0
584	TREVETHIN:		
	Garndiffaith - - - Bd.	32	15 2 6

EDUCATION DEPARTMENT.

REPORT

TO THE

COMMITTEE OF COUNCIL ON EDUCATION

OF THE

PROCEEDINGS OF THE CHARITY COMMISSIONERS FOR ENGLAND AND WALES,

UNDER THE

ENDOWED SCHOOLS ACTS, 1869 TO 1889,

FOR THE YEAR 1894.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
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1895.

[C—7749.]

To the LORDS OF THE COMMITTEE OF HER MAJESTY'S PRIVY COUNCIL ON EDUCATION.

MY LORDS,

WE, the Charity Commissioners for England and Wales, present the following Report of our proceedings under the Endowed Schools Acts, 1869 to 1889, for the year 1894.

I.—*Endowed Schools Acts*, 1869, 1873, *and* 1874.

1. We have published the drafts of 33 Schemes which relate to endowments having an aggregate annual income of about 40,545*l.*, of which about 32,112*l.* was dealt with by Amending Schemes.

2. The Schemes which we have framed and submitted to your Lordships under section 36 of the Endowed Schools Act, 1869, are 32 in number, and relate to endowments having an aggregate annual income of about 117,954*l.*, of which about 102,336*l.* was dealt with by Amending Schemes.

3. Twenty-nine Schemes were approved by Her Majesty the Queen during the year, none of which were laid before Parliament. The aggregate annual income of the endowments dealt with by these schemes amounts to about 134,653*l.*, of which about 126,623*l.* was dealt with by Amending Schemes.

The accompanying tabular form under the heading of "England" exhibits a list of the above-mentioned Schemes, together with a summary of those Schemes.

II.—*Welsh Intermediate Education Act*, 1889.

1. We have published the draft of 1 Scheme relating to a share of an endowment the annual income in respect of such share amounting to about 2,500*l.*

2. The Schemes which we have framed and submitted to your Lordships are 9 in number, and relate to endowments having an aggregate annual income of about 6,230*l.*

These Schemes also deal with income arising from other sources, amounting to about 21,222*l.*

3. Twelve Schemes were approved by Her Majesty the Queen during the year.

Of these Schemes, five, viz., the Schemes for Anglesey, Denbighshire, Flintshire, Llandaff (Glamorganshire) [Glamorgan share of Howell's charity for Girls' Schools in Wales], Swansea (County Borough), having an aggregate annual income from endowment of about 5,240*l.*, and dealing with income arising from other sources and amounting to about 11,268*l.*, had previously been laid before Parliament.

The remaining seven approved Schemes received Her Majesty's sanction without having been laid before Parliament, and related to endowments having an aggregate annual income of about 5,364*l.*, and dealt with income arising from other sources amounting to about 17,210*l.*

The accompanying tabular form under the heading "Wales and Monmouthshire" exhibits a list of the above-mentioned Schemes, together with a summary of those Schemes.

In witness whereof we have directed our official seal to be hereto affixed this 30th day of April one thousand eight hundred and ninety-five.

D. R. Fearon,
Secretary.

Seal.

Schemes Published, Submitted, and Approved under the Endowed Schools Acts, 1869, 1873, and 1874, during the Year ending 31st December 1894.

England
(exclusive of the County of Monmouth).

The cases printed in Italics are those of Amending Schemes (*see* Sec. 44, Endowed Schools Act, 869).

County, Parish, or Place, and Endowment.	Income.	Published by Commissioners.	Submitted to Education Department.	Approved by Her Majesty.
	£			
Buckingham:				
Aylesbury—				
(1.) Free or Endowed Schools -	515	Published.	—	—
(2.) Charity of John Bedford (Part)	701*			
(3.) Charity of William Harding (Part).	524†			
Chester:				
(1.) *Audlem—*				
Audlem Grammar School -	*41*			
(2.) *Daresbury in Runcorn—*				
Daresbury Grammar School Endowment.	*57*			
(3.) *Dunham Massey in Bowdon—*				
Seaman's Moss School - -	*216‡*			
(4.) *Kirby, West—*				
Calday Grange Endowed School.	*139*			
(5.) *Knutsford, Nether—*				
Nether Knutsford Grammar School.	*78*			
(6.) *Lymm—*				
Lymm Grammar School - -	*138*	*Published.*	—	—
(7.) *Macclesfield—*				
Foundation of King Edward VI., or the King's Schools in Macclesfield.	*1,594*			
(8.) *Nantwich and Acton—*				
Nantwich and Acton Grammar School.	*194*			
(9.) *Stockport—*				
Stockport Grammar School -	*450*			
(10.) *Wallasey—*				
Wallasey Grammar School -	*80*			
(11.) *Witton-cum-Twambrooks in Great Budworth—*				
Witton Grammar School -	*575*			
Chester—				
King's School - - - -	*280*	*Published.*	—	—
Sandbach—				
Sandbach School and Almshouse Foundation.	*1,990§*	*Published.*	*Submitted.*	—

* Capital sum of 3,000*l.*, Repairs and Amendment of Highways Portion, to be Educational under the scheme.

† Sum of 1,837 6*s.* 1*d.*, New Consols representing accumulations of income, or an equivalent sum in cash apprentice portion to be Educational under the Scheme.

‡ Of which 46*l.* is non-educational.

§ Of which 676*l.* is non-educational.

County, Parish, or Place, and Endowment.	Income.	Published by Commissioners.	Submitted to Education Department.	Approved by Her Majesty.
	£			
DERBY:				
Bakewell—				
Lady Manners' School	75	—	—	Approved.
Staveley—				
Netherthorpe School Foundation (i.) Parochial Charities (Part) (ii.) Netherthorpe Grammar School.	150	—	Submitted.	Approved.
DURHAM:				
(1.) *Barnard Castle in Gainford—* *The North Eastern County School Foundation.*	*780**	*Published.*	—	—
(2.) *Bishop Auckland—* *King James's School*	*43*			
(3.) *Darlington—* *Darlington Grammar School*	*412*			
(4.) *Hartlepool—* *The Henry Smith School*	*581†*			
(5.) *Wolsingham—* *The Wolsingham Grammar School.*	63	*Published.*	—	—
Stockton-on-Tees—				
Blue Coat School	408	Published.	—	—
ESSEX:				
(1.) *Chelmsford—* *Grammar School of King Edward VI.*				
(2.) *Coggeshall—* *Sir Robert Hitcham's School at Coggeshall.*				
(3.) *Dedham—* *The Royal Free Grammar School of Queen Elizabeth*				
(4.) *Earls Colne—* *Earls Colne Grammar School*	*2,000*	*Published.*	*Submitted.*	—
(5.) *Ham, West—* *Sarah Bonnell's Charity*				
(6.) *Newport—* *Newport Endowed Schools*				
(7.) *Saffron Walden—* *Saffron Walden Grammar School.*				
Saffron Walden—				
The Drey's Charity	20	Published.	—	—
GLOUCESTER:				
Bristol (Christchurch and St. Ewen)—				
Church Lands Charity	1,368‡	Published.	—	—
Fairford—				
Farmor's Endowed Schools	*219*	—	—	*Approved*
Wickwar—				
The Wickwar Endowed School	213	—	—	Approved

* Of which 54*l.* 12*s.* is non-educational.

† Of which a yearly sum not exceeding 100*l.* and a further yearly sum of 100*l.* (subject to certain conditions) are non-educational.

‡ Of which two-thirds (after deducting yearly sums not exceeding 8*l.* 11*s.*) and a sum of 2,958*l.* 15*s.* 11*d.* New Consols and any further accumulations up to date of Scheme of said one-third after such deductions are educational.

County, Parish, or Place, and Endowment.	Income.	Published by Commissioners.	Submitted to Education Department.	Approved by Her Majesty.
	£			
HERTFORD:				
(1.) *Barnet (otherwise Chipping Barnet)*—				
Chipping Barnet Grammar School Foundation.				
(2.) *Berkhamsted, St. Peter*—				
Berkhamsted Grammar School -				
(3.) *Ditto*—				
Bourne's Exhibition Foundation for *Berkhamsted St. Peter* -				
(4.) *Hitchin*—	3,500	*Published.*	*Submitted.*	—
Hitchin Grammar School Foundation.				
(5.) *St. Albans*—				
The City of St. Alban's Grammar School.				
(6.) *Ware*—				
Ware Grammar School.				
(7.) *Watford*—				
Watford Endowed Schools -				
Hertford—				
Green Coat School - - -	141	Published.	—	—
HUNTINGDON:				
Huntingdon—				
St. John's Hospital and Grammar School and Charities of John Dryden, Lionel Walden, Mrs. Gimber, and George Merritt.	550*	Published.	—	—
LANCASTER:				
Astley-in-Leigh—				
(1.) The Charities of Adam and Thomas Mort.				
(2.) The Charity of Thomas Guest or the Schoolmaster at Astley.				
(3.) The Charity known as the Rent-charge for the said schoolmaster.	30	Published.	Submitted.	—
(4.) The Charity of Malcolm Nugent Ross and Sarah his wife for a schoolhouse for the school founded by the said Adam Mort.				
Bolton-le-Moors—				
Bolton Grammar School Foundation	267†	—	—	*Approved.*
Hulton's Charity (Part).	478‡	—	—	Approved.
Marton (in Poulton-le-Fylde)—				
Baines's School - - - -	160	Published.	—	—
(1.) Poulton-le-Fylde, Marton, Hardhorn-with-Newton, Carleton, and Thornton in Poulton-le-Fylde—	—	—	—	—
Baines's Poor and Apprenticing Charity (Part).	170§			
(2.) *Hardhorn-with-Newton in Poulton-le-Fyde*—		*Published.*	*Submitted.*	—
Baines's Endowed School - -	118			

* The part of the Endowment applicable for non-educational purposes under the Scheme consists of:—
(1.) The Almshouses of St. John's Hospital.
(2.) Sum necessary in each year for repairs, &c., in respect of Almshouses.
(3.) Yearly sum of 10*l.*, for Widows in Almshouses.

† Of which 3*l.* is non-educational.

‡ Three fourths of the net income (after deducting (1.) Expenses of management and (2.) a yearly sum of 26*l.*) is educational under the Scheme.

§ Of which yearly sums amounting to 31*l.* and so much of the Stocks, Funds, and Securities belonging to the Foundation as shall constitute the remainder of the Endowment thereof after deducting the real property and a capital sum of 300*l.* are to be educational.

County, Parish, or Place, and Endowment.	Income.	Published by Commissioners.	Submitted to Education Department.	Approved by Her Majesty
LEICESTER :	£			
Ashby-de-la-Zouch—				
Grammar School Foundation	1,085	*Published.*	—	—
(1.) *Barrow-on-Soar—*				
Humphrey Perkins's School.				
(2.) *Hinckley—*				
The Hinckley Grammar School				
(3.) *Kibworth Beauchamp—*				
Grammar School				
(4.) *Lutterworth—*				
School and Charitable Foundation of Edward Sherrier.	1,700*	*Published.*	—	—
(5.) *Wymondham—*				
The Wymondham Grammar School.				
Church Langton—				
Hanbury's Charity	808†	—	Submitted.	—
Loughborough—				
The Loughborough Endowed Schools, (consisting of the Charities of Thomas Burton, Bartholomew Hickling, and John Hickling.)	1,730‡	—	*Submitted.*	*Approved.*
Stoke Golding in Hinckley—				
Grammar School	119	Published.	Submitted.	—
LINCOLN :				
Gainsborough—				
(1.) Grammar School				
(2.) Endowment for the Master (Wharton's Charity).	57	—	Submitted.	Approved.
Spilsby—				
Grammar School	84	—	—	Approved.
LONDON AND OTHER COUNTIES :				
London, Reading, and elsewhere—				
Christ's Hospital				
Gifts of John and Frances West (Reading share).	1,654	—	Submitted.	Approved.
LONDON :				
St. Paul's School	*17,600*	—	*Submitted.*	—
Lord Campden's Exhibitions for Scholars from St. Paul's School.	*938*	—	*Submitted.*	—
LONDON AND MIDDLESEX :				
All Hallows, Barking; St. John, Wapping; South Mimms; St. Botolph, Aldgate—				
Foundations of James Hickson	650§			
Sir Samuel Starling	408	—	—	Approved.
Rev. Anthony Death	535‖			
(The Aldgate and All Hallows, Barking Exhibition Foundation.)				
LONDON :				
Deptford (St. Nicholas and St. Paul)—				
Stanhope Foundation and Addey's School).	*365* / 940¶	—	—	*Approved.*

* Of which about 57*l.* (part of the Endowment of Sherrier's Foundation) is non-educational.
† Of which an annual sum of 145*l.* and a capital sum not exceeding 562*l.* are to be non-educational.
‡ Of which 42*l.* is non-educational. A recreation ground is also maintained by the Governors.
§ Of which 18*l.* is non-educational.
‖ Of which 3*l.* is non-educational.
¶ Of which 200*l.* is non-educational.

County, Parish, or Place, and Endowment.	Income.	Published by Commissioners.	Submitted to Education Department.	Approved by Her Majesty.
LONDON (*continued*):	£			
Deptford, &c. (*continued*):				
Thomas Fellows's Charity (*and Addey's School*).	31	—	*Submitted.*	*Approved.*
(1.) *Poplar, All Saints—*				
George Green's Schools -	*525*	*Published.*	—	—
(2.) *Stepney and Bow—*				
Stepney and Bow Foundation	*5,000**			
St. Andrew Undershaft—				
The Mary Datchelor's Girls' School (The School Fund or School Branch of Mary Datchelor's Charity.)	*640†*	—	*Submitted.*	*Approved.*
The Foundation of Sir Henry Lee and others.				
Thomas Coventry's Prize Fund -	*14*	—	*Submitted.*	—
St. Botolph, Aldgate—				
Sir John Cass's Charity - - -	6,400	—	Submitted.	—
(1.) *St. John, Hackney.*				
(2.) Christchurch, Spitalfields—				
1. *Orchard Street Schools* -	*114‡*	—	—	Approved.
2. Protestant Dissenting Charity School. (The Hackney and Spitalfields Exhibition Foundation.)	121			
St. Sepulchre—				
Reeve's Foundation - - -	1,560	—	Submitted.	Approved.
Christchurch, Newgate Street—				
Christ's Hospital - - -	*66,600*	—	*Submitted.*	*Approved.*
Southwark, St. Saviour—				
St. Saviour's Grammar School -	600§	—	—	Approved.
Dulwich (in Camberwell)—				
Alleyn's College of God's Gift -	*1,150‖*	—	—	*Approved.*
Certain Foundations governed by Schemes under the Endowed Schools Acts—				
Bethnal Green, St. Matthew—				
Parmiter's School and Almshouse Foundation.	*3,436¶*			
Camberwell—				
Wilson's Grammar School - -	*300*			
Dulwich (in Camberwell)—				
James Allen's Girls' School -	*875*			
Greenwich—				
Roan's Charity - - - -	*1,900*			
(*a.*) *Boys' School* - - -				
(*b.*) *Girls' School* - - -				
Hoxton and Hatcham—				
(1.) *Haberdashers' Hoxton Schools*	*6,500***			
(*a.*) *Boys' School.*				
(*b.*) *Girls' School.*				
(2.) *Aske's Hatcham Schools* - -				
(*a.*) *Boys' School* - - -				
(*b.*) *Girls' School* - - -				

* Between 1,400*l.* and 1,500*l.* is non-educational.
† All educational, subject to annual payments under Central Scheme for City of London Parochial Charities, amounting to 17*l.* 10*s.*
‡ Part, viz., the dividend on 1,598*l.* 13*s.* 6*d.* New Consols, is payable to School Board for London for 60 years from 24th October 1872, under provisions of a Scheme of the Charity Commissioners of 10th December 1886.
§ Of which 2*l.* is non-educational.
‖ Representing the approximate gross income of Dulwich College so far as dealt with by the Scheme.
¶ Of which about 2,245*l.* is educational.
** Average net annual payment out of Aske's Charity.

County, Parish, or Place, and Endowment.	Income.	Published by Commissioners	Submitted to Education Department	Approved by Her Majesty
LONDON (*continued*):	£			
Certain Foundations, &c. (*continued*):				
Lewisham—				
Lewisham Grammar School for Girls	270			
St. Clement Danes—				
Holborn Estate Charity - -				
(*a.*) *Boys' School* - - -	6,000*			
(*b.*) *Girls' School* - - -				
St. Dunstan-in-the-East—				
The St. Dunstan's Charities, St. Dunstan's College, Catford.	5,000†	—	—	*Approved*
St. Giles, Cripplegate—				
Lady Eleanor Holles' Foundation—				
Lady Holles' Middle School for Girls, Hackney.	1,700			
St. Martin-in-the-Fields—				
Archbishop Tenison's United Schools—				
School for Boys - - -	285			
St. Martin's Parochial School—				
Middle School for Girls - -	410			
St. Olave, Southwark—				
St. Olave's Grammar School Foundation.	3,800			
Westminster, St. James—				
The Burlington School - - -	450			
Westminster, St. John—				
The Grey Coat Hospital - -	3,700			
Westminster, St. Margaret and St. John—				
The United Westminster Schools—				
(*a.*) *United Westminster Schools.*	7,500			
(*b.*) *Emmanuel School* - -				
Whitechapel, St. Mary—				
The Whitechapel Foundation -	3,000			
MIDDLESEX:				
(1.) *Enfield—*				
Grammar School - - -	208			
(2.) *Hampton—*				
Endowed Schools - - -	388‡	*Published.*	*Submitted.*	—
(3.) *Tottenham—*				
Grammar School - - -	309			
Isleworth—				
Blue Schools - - - -	120§	*Published.*	*Submitted.*	—
NORTHAMPTON				
Northampton—				
(1.) *The Northampton Grammar School.*	815	—	—	*Approved.*
(2.) George Norwood's Charity - (Northampton and County Modern and Technical School.)	20			

* Of which about £300 net is non-educational.

† Of which about £[illegible] net is non-educational.

‡ Of which about £[illegible] net is non-educational.

§ Of which about £[illegible] is non-educational.

Of which about £80 is non-educational. This school is to receive grants from the Northampton Town and County Council.

County, Parish, or Place, and Endowment.	Income.	Published by Commissioners.	Submitted to Education Department.	Approved by Her Majesty.
	£			
NORTHUMBERLAND:				
(1.) *Allendale—*				
Allendale Exhibition Endowment				
(2.) *Berwick-upon-Tweed—*				
Berwick-upon-Tweed Grammar School.	*135*			
(3.) *Haydon Bridge in Warden—*				
Shaftoe's School and Almshouse Charity.	*920**			
(4.) *Morpeth—*				
Morpeth Grammar School -	*829*			
(5.) *Newcastle-upon-Tyne—*				
Allan's Endowed Schools -	*720*			
(6.) Newcastle-upon-Tyne—				
Royal Grammar School regulated by a Scheme established by the "Saint Mary's Hospital (Newcastle-upon-Tyne) Act, 1888."	1,100	Published.	—	—
(7.) *Ponteland—*				
Coate's Endowed School and Exhibition Fund.	*275*			
(8.) *Rothbury—*				
Dr. Thomlinson's Foundation -	*280*			
(9.) *Ditto—*				
Sharp's Exhibition Endowment -	*50*			
(10.) *Stamfordham—*				
Sir Thomas Widdrington's Endowed School.	*128*			
Hexham—				
(1.) Grammar School - -				
(2.) Charity of Mary Fenwick -	81	Published.	—	—
(3.) Charity of Ann Radcliffe for apprentices.				
OXFORD:				
Oxford—				
Nixon's Exhibition Foundation -	188	—	Submitted.	Approved.
(1.) Nixon's School.				
(2.) Joan Nixon's Charity.				
Steeple Aston—				
Radcliffe's School - - -	*297*	—	—	Approved.
SOMERSET:				
Bath—				
The Magdalen Hospital School -	640	—	—	Approved.
(1.) Accumulations from Charity of Sir Thomas White.				
(2.) Charity of Mr. Clement and others.	78	—	—	Approved.
(3.) Charity of Mr. Power -				
(4.) Charity of John Ellis - -				
(These four endowments are now amalgamated with the Magdalen Hospital School Foundation.)				

* Of which 220*l.* is non-educational

County, Parish, or Place, and Endowment.	Income.	Published by Commissioners.	Submitted to Education Department.	Approved by Her Majesty.
SOMERSET (*continued*):	£			
(1.) *Bridgwater*—				
Dr. Morgan's Endowed School -	128			
(2.) *Ditto*—				
King James's Exhibition and Scholarship Endowment.	42			
(3.) *Bruton*—				
The King's School - - -	391			
(4.) *Crewkerne*—				
The Crewkerne Grammar School Foundation.	232	*Published.*	*Submitted.*	—
(5.) *Ilminster*—				
The Ilminster Endowed Schools -	500*			
(6.) *Taunton*—				
Huish's Foundation - -	257			
(7.) *Ditto*—				
Bishop Fox's Girls' School - -	239			
(8.) *Wells*—				
The Wells Blue Schools - -	302†			
SOUTHAMPTON:				
(1.) *Alton*—				
Eggar's Grammar School - -	147			
(2.) *Basingstoke*—				
Queen Mary's School - -	268			
(3.) *Odiham*—		*Published.*	*Submitted.*	*Approved.*
Endowed School - - -	288			
(4.) *Petersfield*—				
Churcher's College - -	657			
SURREY:				
Egham—				
Strode's Charity - - -	980‡	Published.	—	—
WARWICK:				
Birmingham—				
Blue Coat Charity School - -	3,400	—	Submitted.	—
Monks Kirby, Brinklow—				
Grammar School and parts of Wale's Charity.	150 (Of which 120*l.* has already been the subject of a Scheme under the Endowed Schools Acts).	Published.	—	—
Nuneaton—				
(i.) Charity of Richard Smith - -	310	—	Submitted.	—
(ii.) *Grammar School of King Edward VI.*	230			

* Of which 80*l.* is non-educational.

† Of which 14*l.* is non-educational.

‡ A part of rental undefined, but fixed by the Scheme at 420*l.* with possible increase to 620*l.* is non-educational. The income of the Foundation will it is anticipated, be largely increased in a few years.

County, Parish, or Place, and Endowment.	Income.	Published by Commissioners.	Submitted to Education Department.	Approved by Her Majesty.
WILTS :	£			
Calne—				
Bentleys' School - - -	49	Published.	Submitted.	—
WORCESTER :				
Yardley—				
Yardley Charity Estates - -	*1,500**	*Published.*	*Submitted.*	—
YORK, E.R. :				
Bridlington—				
The Bridlington Grammar School - (The Grammar School or the Charity of William Hustler. The Knitting School or the Charity of William Bower. The Bridlington Quay Infant School. The Charities of Henry Cowton and others (part). The Funds contributed by the Lords Feoffees of the Manor of Bridlington.)	180†	—	—	Approved.
York—				
Archbishop Holgate's School -	369	Published.	Submitted.	—
YORK, N.R. :				
(1.) Thornton Dale and elsewhere— Lady Lumley's Charity (exclusive of Sinnington School). (2.) Pickering— Grammar School - - -	716‡	Published.	—	—
YORK, W.R. :				
Knaresborough—				
(1.) Grammar School - -	20	Published.	—	—
(2.) Richardson's School - -	190			
(3.) Charities of Shepherd and Craven (apprentice portion).	177			
Long Preston and other places (in Long Preston)—				
Hartley's School - - - (John and Mary Hartley's Foundation for a School and for apprenticing.)	229	—	Submitted.	Approved.
Slaithwaite (in Huddersfield)—				
The Slaithwaite School Foundation -	79	—	Submitted.	Approved.
Warley (in Halifax)—				
Grammar School - - -	15	Published.	Submitted.	—

* Of which 61*l.* 10*s.* is non-educational, and 10*l.* may be applied to non-educational purposes. The Scheme deals with part of the income and directs accumulation of balance for a future Scheme.

† Together with an annual sum of 50*l.* to be paid by the Lords Feoffees of the Manor of Bridlington for five years from the opening of the School.

‡ Of which 270*l.* is to be non-educational.

Summary of the foregoing Table (1894).

England (exclusive of the County of Monmouth).

—	Number.	Income.
Draft Schemes published by Commissioners	33	40,545*l.*, of which 32,112*l.* was dealt with by Amending Schemes.
Schemes submitted to Committee of Council on Education.	32	117,954*l.*, of which 102,336*l.*, was dealt with by Amending Schemes.
Schemes approved by Her Majesty (none of which were laid before Parliament).	29	134,653*l.*, of which 126,623*l.* was dealt with by Amending Schemes.

Schemes Published, Submitted, and Approved under the Endowed Schools Acts, 1869 to 1889 (including the Welsh Intermediate Education Act, 1889), during the Year ending 31st December 1894.

Wales and Monmouthshire.

County or Counties jointly.	Payments or Endowments specified by Joint Education Committee.	Estimated Annual Proceeds.	Published.	Submitted to Education Department.	Approved by Her Majesty.
		£			
Anglesey -	1. County rate at ½*d.* in the £ -	424	—	—	Approved.
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	504			
	3. Treasury Grant (maximum) -	424			
	4. David Hughes' Free Grammar School and Almshouse.	1,207*			
	Total - - -	2,559			
	Besides a capital sum of about 1,500*l.* representing accumulations of 2.				
Brecknock	1. County rate at ½*d.* in the £ -	546	—	Submitted.	Approved.
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	1,230			
	3. Treasury Grant (maximum) -	546			
	Total - -	2,322			
	Besides a capital sum of 3,188*l.* representing accumulations of 2.				

* Of which one-fourth is non-educational.

County or Counties jointly.	Payments or Endowments specified by Joint Education Committee.	Estimated Annual Proceeds.	Published.	Submitted to Education Department.	Approved by Her Majesty.
		£			
Carmarthen	1. County rate at ½*d.* in the £ -	1,131			
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	2,366	—	—	Approved.
	3. Treasury Grant (maximum) -	1,131			
	4. Carmarthen Grammar School	106			
	Total - - -	4,734			
	Besides a capital sum of about 9,500*l.* representing accumulations of 2.				
Denbigh -	1. County rate at ½*d.* in the £ -	1,229			
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	2,500			
	3. Treasury Grant (maximum) -	1,229			
	4. Denbigh Grammar School (including Hugh Davies Griffith's Scholarships or Exhibitions).	20			
	5. The Hospital and School Foundation of Sir John Wynne, of Gwydyr, at Llanrwst.	592*	—	—	Approved.
	6. Ruabon Grammar School (including Charities of Ellis Lloyd and the Rev. Richard Davies).	158†			
	7. The Wrexham Grammar School Exhibition Foundation.	126			
	Total - - -	5,854			
	Besides a capital sum of about 10,000*l.* representing accumulations of 2.				
Denbigh -	Denbigh share of Howell's Charity for Girls' Schools in Wales.	2,500‡	Published.	—	—
Flint -	1. County rate at ½*d.* in the £ -	879			
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	1,500			
	3. Treasury Grant (maximum) -	879			
	4. Samuel Smith's Gift - -	§			
	5. Hawarden Grammar School -	28	—	—	Approved.
	6. Holywell Grammar School -	4			
	7. St. Asaph Grammar School -	75			
	8. Davies Griffith Charity, consisting of 529*l.* 7*s.* 2*d.* New Consols.	Dividends accumulating.			
	Total - - -	3,365			
	Besides a capital sum of about 4,500*l.* representing accumulations of 2.				

* Of which 249*l.* is non-educational.

† Of which 22*l.* is non-educational.

‡ 1. Land and Building in the Borough of Denbigh acquired for the purpose of Howell's School for Girls'.

2. 40 per cent. of net income of Howell's Charity for Girls' Schools in Wales remaining after payment of expenses of management of property and business, and of any necessary or proper outgoings.

§ A capital sum of 1,000*l.*

County or Counties jointly.	Payments or Endowments specified by Joint Education Committee.	Estimated Annual Proceeds.	Published.	Submitted to Education Department.	Approved by Her Majesty.
		£			
Glamorgan	1. County rate at ½*d.* in the £ -	4,500			
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	5,000			
	3. Treasury Grant (maximum) -	4,500			
	4. Edward Lewis's Foundation for a School at Gelligaer.	976*	—	Submitted.	—
	5. Alldworth's Foundation at Eglwyselan.	319			
	6. Cowbridge Grammar School -	500†			
	Total - - -	15,795			
Glamorgan: Llandaff -	Glamorgan share of Howell's Charity for Girls' Schools in Wales.	2,250‡	—	Submitted	Approved.
Monmouth	1. County rate at ½*d.* in the £ -	1,792			
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	2,176			
	3. Treasury Grant (maximum) -	1,792			
	4. Usk Grammar School Foundation.	270			
	5. Powell's Endowed School -	193	—	—	Approved.
	6. Jones's Almshouse and Grammar School Foundation.	3,000§			
	7. Monmouth share of Howell's Charity for Girls' Schools in Wales.	500			
	Total - - -	9,723			
	Besides a capital sum of about 8,800*l.* representing accumulations of 2.				
Montgomery.					
Berriew -	Berriew School - - -	163	—	Submitted.	Approved.
Llanfyllin and Llanllangel.	Charity of Mary Vaughan and Subsidiary Endowment of Mary Stringways.	124	—	Submitted.	—
Llanssantffraid.	Deythur Grammar School	170¶	—	Submitted	—

* Not available from 2400*l.* reserved in respect of Royalties.

† As an offset an apportionment of the Cowbridge Scholarships of double Exhibitions is necessary

‡ In addition to the proceeds of Howell's Charity for Girls' Schools in Wales remaining after payment of [illegible]

§ This Endowment [illegible] and dealt with by the Scheme for [illegible] approved by Her Majesty in Council on the 23rd February 1891, and is subject to [illegible] in respect of [illegible]

‖ This includes an annual payment of 75*l.* by the County Governing Body for Montgomery

¶ This includes an annual payment of 30*l.* by the County Governing Body for Montgomery.

County or Counties jointly.	Payments or Endowments specified by Joint Education Committee.	Estimated Annual Proceeds.	Published.	Submitted to Education Department.	Approved by Her Majesty.
		£			
PEMBROKE	1. County rate at ½d. in the £ -	900	—	—	Approved.
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	1,400			
	3. Treasury Grant (maximum) -	900			
	4. Haverfordwest Grammar School.	684			
	5. Tasker's School, Haverfordwest.	220			
	6. Eastgate School, Narberth -	*			
	Total - - - - -	4,104			
	Besides a capital sum of about 5,200*l.* representing accumulations of 2.				
RADNOR -	1. County rate at ½d. in the £ -	350	—	Submitted.	Approved.
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	600			
	3. Treasury Grant (maximum) -	350			
	4. Presteign Grammar School -	165†			
	Total - - - - -	1,465			
	Besides a capital sum of about 1,600*l.* representing accumulations of 2.				
Radnor: Cwmdanddwr	Charles Price's Endowment -	63‡	—	Submitted.	Approved.
SWANSEA (County Borough).	1. Borough rate at ½d. in the £ -	650	—	—	Approved.
	2. Grant under Local Taxation (Customs and Excise) Act, 1890.	400			
	3. Treasury Grant (maximum) -	650			
	4. Grammar School - -	750			
	Total - - - -	2,450			
	Besides a capital sum of 4,000*l.* representing accumulations of 2, and the capitalised value of a bond of 20*l.* payable to the Head Master of Swansea Grammar School.				

* Endowment consists of site and School Building.
† Of which 4*l.* is non-educational.
‡ Of which 2*l.* 10*s.* is non-educational.

County or Counties jointly.	Payments or Endowments specified by Joint Education Committee.	Estimated Annual Proceeds.	Published.	Submitted to Education Department.	Approved by Her Majesty.
		£			
Counties and County Boroughs in Wales and County of Monmouth.	*Scheme providing for establishment of Central Welsh Board for Intermediate Education.*				
	1. Uniform maximum contribution of 5 per cent. of total revenue to be contributed by County Governing Bodies. Total amount required is estimated at - - -	3,100	—	Submitted.	—
	2. Treasury Grant (maximum) -	500			
	3. Part of Betton's Charity (Schools account), maximum.	1,000			
	4. The Meyrick Fund - -	500			
	Total - - -	5,100			

Summary of the foregoing Table (1894).

Wales and Monmouthshire.

—	Number.	Income from Endowments.	Income from other Sources.	Total.
		£	£	£
Draft Schemes published by the Commissioners.	1	2,500	—	2,500
Schemes submitted to the Committee of Council on Education.	9	6,230	21,222	27,452
Schemes approved by Her Majesty—				
Without having been laid before Parliament.	7			
Laid before Parliament - - -	5	12	10,604	28,478	39,082

53 GEO. III., CAP. 107; 3 GEO. IV., CAP. 79; 48 & 49 VIC., CAP. 78,
SCHEME No. 34.

EDUCATION (IRELAND), 1894.

ANNUAL REPORT

OF THE

COMMISSIONERS OF EDUCATION

IN

IRELAND,

FOR THE YEAR 1894.

Presented to both Houses of Parliament by Command of Her Majesty.

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1895.

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TABLE OF CONTENTS.

	Page
REPORT OF THE COMMISSIONERS,	3–7
The Commissioners—	
Present Constitution,	3
Meetings,	3
Standing Committee,	3
Accounts of the Commissioners,	3–4
Ulster Royal School Endowments,	4–5
"Qualified Schools,"	4
The Local Boards,	4–5
Schools sharing in the Endowments,	4–5
Armagh District,	4
Cavan District,	5
Donegal District,	5
Fermanagh District,	5
Tyrone District,	5
Other Endowments—	
Other Royal Schools,	5
Endowments of Private Origin,	5–6
Clonmel and Midleton,	5
Ballyroan, Preston Endowment, Queen's Co.,	6
Leamy Endowments, Limerick,	6
Endowments of Diocesan Schools,	6
Estate Management and Condition of Buildings,	7
APPENDICES—	
Appendix A.—Names and Attendance Rolls of Commissioners and Standing Committee,	8–9
Appendix B.—Balance Sheet and Accounts,	10–15
Appendix C.—Reports of Local Boards,	16–25

ANNUAL REPORT

OF THE

COMMISSIONERS OF EDUCATION IN IRELAND

FOR THE YEAR

1894.

TO HIS EXCELLENCY ROBERT OFFLEY ASHBURTON,
BARON HOUGHTON,

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

WE, the Commissioners of Education in Ireland, respectfully submit the following general Report of our proceedings during the year 1894.

Since the date of our last Report, two changes have taken place in the constitution of our Commission. In January of the present year, His Grace the Most Rev. Dr. Gregg, Lord Archbishop of Armagh, resigned the office of Commissioner representing the Armagh Protestant Board of Education, and his place was filled by the election of Mr. James H. Stronge of Armagh. And in November, 1894, the Most Rev. Richard Owens, D.D., Lord Bishop of Clogher, was elected Commissioner by the Fermanagh Roman Catholic Board of Education, in the place of Archdeacon Smollen, who resigned his Commissionership. The names of the present Board are set out *infra*, Appendix A, No. I., p. 8. Constitution of Commission.

We held ordinary Quarterly Meetings on January 10, April 11, July 5, and October 4, and Special Meetings on March 6, May 7, and December 18. A Table of Attendances is given *infra*, Appendix A, No. II., p. 9. At the Meeting held on January 10, 1894, we elected the Provost of Trinity College to be our Chairman, and the Right Rev. Monsignor Molloy to be our Vice-Chairman for the year. Meetings and Attendances.

We also, at our January Meeting, appointed a Standing Committee, consisting of the existing members of the Finance Committee, with Rev. Mr. Hamilton and Mr. Starkie. We entrusted to the Standing Committee the transaction of all such business as we could lawfully depute to a Committee, including the various duties which had been theretofore discharged by the Finance Committee. During the year, the Standing Committee held twenty-three meetings. A Table showing the days for which meetings had been summoned, and the attendances of the members of the Committee, will be found *infra*, Appendix A, No. III., p. 9. Standing Committee.

ACCOUNTS.

Our Balance Sheet and Accounts for 1894, which are ready for audit by the Local Government Board, together with a Summary of our receipts and expenditure for the year, are given in Appendix B, Nos. I. to III., *infra*, pp. 10–15. Accounts.

The total receipts for the year, including a sum of £123 16*s.* 2*d.*, dividends on the invested Building Funds belonging to the Cavan, Fermanagh, and Tyrone Roman Catholic Boards of Education, amounted to £7,559 0*s.* 3*d.*, as against £9,132 6*s.* 2*d.* in 1893. The falling off is accounted for by diminished rent receipts, during the calendar year 1894, in the case of two of our Estates, and also by the fact that, since July 5, 1894, we have ceased to receive any moneys in respect of the Midleton and Clonmel School Endowments, which have been transferred to Local Governing Bodies. Receipts.

Expenditure.

Our Expenditure during the same period was £8,403 13*s.* 1*d.*, and to meet the excess of expenditure over income, the credit balance of £3,226 3*s.* 11*d.* with which we commenced the year, was reduced by the sum of £833 13*s.* 10*d.* £2,145 13*s.* 0*d.* of our expenditure was absorbed by charges connected with Estate management. £1,817 0*s.* 11*d.* was paid in retiring annuities to Head and Assistant Masters, under the Scheme, £3,384 0*s.* 5*d.* was divided between the Ulster Local Boards of Education, £116 0*s.* 5*d.* was paid to the Cavan, Fermanagh, and Tyrone Roman Catholic Boards, for dividends on the invested portion of their Building Funds, and the remainder, being £940 18*s.* 4*d.*, was set apart and applied for the purposes of the Carysfort Royal School Endowment and the several Private School Endowments under our care.

The Ulster Royal School Endowments.

"Qualified Schools."

The period referred to in Sec. 56 of Scheme No. 34 as the "first three years," which was given for the purpose of enabling each Local Board to establish a School or Schools qualified to share in the Endowments of the several Districts, expired, with respect to all the above Endowments, on December 31, 1894. Each Local Board has established one School to be managed in pursuance of the provisions of the Scheme, which will be entitled to share in the moneys payable to the Local Board, as long as it fulfils the conditions prescribed in the Scheme, Secs. 57 and 59, and Schedule I.

The following Table gives the name and situation of each School so established, with the number of Pupils in attendance, and the name of the Head Master, and shows the Local Board under whose management it is conducted.

Name of Local Board.	Name of School.	Situation.	No. of Pupils.	Name of Head Master.
Armagh Protestant, . .	Royal School, . .	Armagh, .	56	Thos. Gordon, M.A.
Armagh Roman Catholic, .	St. Patrick's College, .	Armagh, .	35	Rev. M. Carrigy, C.M.
Cavan Protestant, . .	Royal School, . .	Cavan, .	28	James H. Hampton, M.A.
Cavan Roman Catholic, .	St. Patrick's College, .	Cavan, .	57	Rev. Hugh Brady, President.
Donegal Protestant, . .	Royal School, . .	Raphoe, .	38	Philander J. Bain, B.A.
Donegal Roman Catholic, .	St. Eunan's Seminary, .	Letterkenny,	46	Rev. P. O'Doherty.
Fermanagh Protestant, .	Portora Royal School, .	Enniskillen,	102	Richard Biggs, LL.D.
Fermanagh Roman Catholic,	St. Macarten's Seminary,	Monaghan, .	54	Rev. Edw. Mulhern.
Tyrone Protestant, . .	Royal School, . .	Dungannon,	85	R. F. Dill, M.A.
Tyrone Roman Catholic, .	St. Patrick's Academy, .	Dungannon,	31	Very Rev. James Duffy.

As stated in our last Report, it will be our duty to satisfy ourselves that these Schools, or other the Schools which may be from time to time established or selected for the purpose by the Local Board, are qualified to share in the Endowments as prescribed in the Scheme.

On this subject, the Scheme provides that we may accept the certificate of the Inspector appointed by the Lord Lieutenant, or we may ascertain the fulfilment of the prescribed conditions, in such manner as we think necessary. The question is at present under our consideration, as well as a letter of the Under Secretary requesting us to submit, for your Excellency's consideration, suggestions as to the appointment, in pursuance of the Educational Endowments (Ireland) Act, 1885, of an Inspector of the Schools sharing in the Ulster Royal School Endowments.

Local Boards.

The Local Boards of Education.—In Appendix C., *infra* pp. 16–25, we print the Annual Reports of these Boards.

Armagh.

I. *Armagh District.*—The Protestant Board were anxious to acquire, by purchase, the Commissioners interest in the Royal School premises, and, to provide funds, they held a bazaar which realized £324 0*s.* 3*d.* We found, however, that under the Scheme we had no power, under present circumstances, to part with our interest in the premises to the Protestant Board.

The number of pupils at Armagh Royal School in June, 1894, being 21 boarders and 35 day boys, shows a slight increase over the corresponding numbers for 1893. Seven pupils passed the Intermediate Examinations.

The Armagh Roman Catholic Board have adopted St. Patrick's College, Armagh, as the School to share in the Armagh Royal School Endowments. Out of a total of 35 pupils—30 boarders and 5 day boys—11 presented themselves at the Intermediate Examinations in 1894, and 9 passed.

During the year we distributed between the Local Boards a sum of £864 0*s.* 5*d.*

II. *Cavan District.*—The Cavan Royal School is maintained in operation by the Cavan Protestant Board. In 1894, there were 4 boarders and 24 day boys on the Roll of pupils. Cavan.

The Cavan Roman Catholic Board report that 57 pupils were in attendance in October, 1894, at St. Patrick's College, Cavan, being a slight advance on the previous year. Out of 15 pupils who presented themselves at the Intermediate Examinations, 13 passed.

We were only able to divide £120 between the Local Boards.

III. *Donegal District.*—The Donegal Protestant Board opened a School in Raphoe Royal School buildings in September, 1893, with 20 pupils. The number had increased to 38 in June, 1894. Donegal.

St. Eunan's Seminary, Letterkenny, which is managed by the Donegal Roman Catholic Board, is reported to be in a flourishing condition, 19 of its pupils having passed the last Intermediate Examinations. The number in attendance during the past year was 46.

We divided £200 between the Local Boards during the year.

IV. *Fermanagh District.*—The Fermanagh Protestant Board record the continued efficiency and success of Portora Royal School. They return 71 boarders and 31 day boys on the Roll in June, 1894, and they append to their Report a long list of successes of Portora boys at the Intermediate and other public Examinations. Fermanagh.

St. Macarten's Seminary is returned by the Fermanagh Roman Catholic Board with 54 pupils during the last academic year. Two of these gained Exhibitions at the Intermediate Examinations.

£1,200 was divided between the Local Boards during the year.

V. *Tyrone District.*—Dungannon Royal School is reported by the Tyrone Protestant Board to be making steady progress. In November, 1894, there were 30 boarders and 55 day pupils on the Roll, of whom 18 passed the Intermediate Examinations. The discipline of the School is reported to have been duly maintained. Tyrone.

The Tyrone Roman Catholic Board report an increased attendance at St. Patrick's Academy, Dungannon, there being 31 pupils in attendance, 1 of whom gained an Exhibition at the Intermediate Examinations.

We divided £1,000 between the Local Boards during the year.

Other Endowments Vested in the Commissioners.

1.—*Other Royal School Endowments.*

Banagher.—The debt which was due to Government out of this estate has been paid off out of the rents collected by the Receiver appointed by the Court. We are about to take steps to have the Receiver discharged, and to have the estate placed again under our control. The future application of the Endowments will be regulated by Scheme No. 90 of the Educational Endowments Commissioners, which is at present pending before Parliament. Banagher.

Carysfort.—The Sheeana National School and the Macreddin National School have been maintained and were in operation during the year, in accordance with the provisions of Scheme No. 85. The average attendance of Pupils at Sheeana during the year was 8 Boys and 9 Girls; while in Macreddin the average attendance was 17 Boys and 12 Girls. Carysfort.

During the year, a sum of £89 12*s.* 6*d.* was divided between the Rev. Mr. Jeffares, Incumbent of Ballinaclash, and the Rev. Dr. O'Mulloy, Parish Priest of Aughrim, in equal shares, to be applied by them for the purposes of the Scheme.

2.—*Endowments of Private Origin.*

Clonmel Grammar School.—By Deed dated July 5, 1894, this School and the Endowments thereof were conveyed to "The Governors of the Clonmel Grammar School," constituted under Scheme No. 45 of the Educational Endowments Commissioners. The administration of the Endowments, therefore, has passed out of our control. Clonmel.

Midleton.—By Scheme No. 105, dated March 19, 1894, this School and its Endowments, and the control and administration thereof, passed to a Local Governing Body, entitled "The Governors of Midleton Endowed School." Midleton.

Ballyroan, Preston Endowment Scheme 111.

Ballyroan School. The Preston Queen's Co. Endowment.—Scheme No. 111, which was finally approved on October 26, 1894, provides that Ballyroan School be closed, and the Head Master paid off up to the date of the Scheme, and that the income of the Preston Endowment hitherto applicable to Ballyroan School, with the income derived from Ballyroan School and Lands, or the proceeds of the sale thereof, be applied for the benefit of a School to be established in Abbeyleix or a School to be established in Maryborough, or for both of such Schools; but so that, while both Schools are in operation, neither is to receive less than one-third of the income. With a view to the establishment and management of these Schools, provision is made for the recognition by us of competent Local School Authorities at Abbeyleix and at Maryborough.

Abbeyleix.

A School Committee which has been in existence some years in connection with the proceedings of the Educational Endowments Commissioners, and of which Lord de Vesci is Chairman, has been recognized by us as the Abbeyleix Local School Authority. They propose, subject to our approval, to establish a School, under the Scheme, in premises at Abbeyleix known as the Assembly Rooms. Our Secretary has inspected these premises, and in his Report, which we have approved, he recommends them as suitable for the purposes of a School, subject to certain structural alterations and additions being made by the Local School Authority.

Maryborough.

No step, so far as we know, has been taken for the establishment, under the Scheme, of a School at Maryborough.

Leamy Endowments.

The Leamy Endowments, Limerick.—By Scheme No. 95, which received Your Excellency's Final approval on April 13, 1894, these Endowments became vested in us. They consist of a School-house and offices in Hartstonge-street, Limerick, known as Leamy's Free School, and a sum of £10,413 3s. 4*d.*, Government Consolidated Stock, which lately was under the care of the Court of Chancery, but which we have had transferred to our account.

Terms of Scheme 95. Buildings.

The Scheme created two Local Boards of Education in Limerick—the Leamy Protestant Board, and the Leamy Roman Catholic Board—and provided, in the first instance, that, for a period of six months after the date of the Scheme, the Protestant Board might remain in possession of the School buildings, and receive the whole income of the Endowments, and use and apply the same in the same manner as the Board of Trustees, which existed previous to the Scheme, might have done. After the expiration of this period, the School buildings were to be given over to the Roman Catholic Board, if they applied to us for them, as provided in the Scheme.

Application for possession of the buildings was duly made to us by the Roman Catholic Board, and on October 15, 1894, possession was surrendered by the Protestant Board and given to the Roman Catholic Board, who now hold the buildings for the purposes set forth in the Scheme.

Protestant Buildings Fund.

In lieu of the School buildings which were thus surrendered by the Protestant Board, a sum of £2,000 has been set apart, out of the Capital of the Endowments, for the use of that Board, one half of which they are empowered to expend in providing a new School to be managed by them: the income of the remainder being added to their share of the income of the Endowments, as provided for under the Scheme.

Trusts of Scheme.

The Trusts of the Endowments are declared to be for the purpose of promoting the Elementary, Technical, and Intermediate Education of the Poor in the City of Limerick and its neighbourhood, and, subject to the provisions made by the Scheme for the retiring allowances of the Teachers of the discontinued Leamy's Free School, one-fourth of the net income of the Endowments is to be paid to the Protestant Board, and three-fourths thereof to the Roman Catholic Board, to be applied by each Board for the benefit of selected Schools, in or near the City of Limerick, available for Intermediate, Technical, or Elementary Education.

As the permanent provisions of this Scheme have been in operation only for a short time, we have, as yet, no Educational Report to present on the subject of these Endowments.

3. *The Endowments of the Diocesan Schools of Leighlin; Limerick; Meath and Ardagh; and Tuam, Killala, and Achonry.*

Diocesan Schools.

The income of these Endowments is accumulating. The Scheme for their future management is, we understand before Parliament, upon the petition of persons interested in the Endowments of the Limerick Diocesan School.

Estate Management and School Buildings.

Rentals and Accounts.

In Appendix B, Nos. IV. and V., *infra*, pp. 14, 15, will be found Summaries of our Rentals and of our Agents accounts for the year to September–November, 1893; excluding, however, the Clonmel Estate, which has passed from us to a Local Governing Body, and the Donegal Estate, which we have agreed to sell to the occupying tenants thereof. As stated in our last Report, we allowed an abatement of 15 per cent. to non-judicial tenants on the Cavan Estate, but we allowed no other general abatement. With respect to the Donegal Estate, we commuted the rent which became due, since November, 1892, for the payment of interest at 4 per cent. for one year, by each tenant on the amount of purchase money which has been agreed upon as the price of his holding. This produced a sum of £289 2*s.* 1*d.*

Rent collection.

The rent collection for the year 1893 appears to have been, in every way, more satisfactory than for the previous year. Although our Rental was reduced by £127, we received from the Estates £487 more than in 1892; while the abatements granted were £176 less, and the arrears outstanding were reduced by £256.

Estate Committees.

We take this opportunity of acknowledging the great assistance we have received from the several Estates Committees in matters connected with Estate management.

Abatements, 1894.

The Rentals for the year 1894 have not yet come to hand; we have authorized abatements on the Cavan, Enniskillen, and Tyrone Estates of 15 per cent. to non-judicial tenants, and we believe that when the accounts are made up, our receipts will be found to have diminished.

Donegal Estate.

Considerable advance has been made in the proceedings for the sale of the Donegal Estate to the occupying tenants, under the provisions of the Land Purchase Acts.

Condition of buildings.

Under the arrangement to which we referred in our last Report, we have been furnished with copies of reports of the officers of the Board of Works on the condition of the buildings vested in us. Dungannon Royal School is in very fair condition, a good deal in the way of repairs has been done at Portora, and such repairs as were necessary and urgent have been effected at Raphoe. In the cases of Armagh and Cavan little has, as yet, been done to carry out the improvements suggested. It is, however, but right to say that want of necessary funds has been the main cause why the repairs thus indicated, which were sanctioned and approved by us, have not been fully carried out: with the limited funds at their command, the Local Boards in possession of the Royal School buildings have done all that could be reasonably expected of them. The Preston School, Navan, is in fair condition, and the Sheeana National School, Co. Wicklow, is in the state of good and substantial repair in which we placed it in the year 1893.

All which we have the honour to submit as our Report in the premises.

Sealed with our Common Seal at a Meeting

held this Fourth day of April, 1895.

GERALD MOLLOY, *Chairman.*

R. P. CARTON,
J. B. DOUGHERTY, } *Commissioners*

N. D. MURPHY,

Secretary.

SEAL.

APPENDIX A.

No. I.

THE COMMISSIONERS OF EDUCATION IN IRELAND, 1895

I. Commissioners Appointed by the Lord Lieutenant:

1. Right Rev. Monsignor Molloy, *Chairman.*
*2. Rev. The Provost of Trinity College, *Vice-Chairman.*
3. Most Rev. Dr. Browne, Bishop of Cloyne.
4. R. P. Carton, Q.C.
5. Rev. R. M'Cheyne Edgar, D.D., M.A.
6. Rev. J. M. Hamilton, A.M.
7. Rev. Wallace M'Mullen, D.D.
*8. David R. Pigot, Esq., M.A.
9. W. J. M. Starkie, Esq., F.T.C.D.
*10. R. Y. Tyrrell, Esq., Litt. D., F.T.C.D.

* These are "continuing Commissioners."

II. Commissioners Elected by the Local Boards of Education:

1. James H. Stronge, Esq., J.P., by the Armagh Protestant Board.
2. Very Rev. Canon Coyne, P.P., Keady, by the Armagh Roman Catholic Board.
3. Anthony Traill, Esq., LL.D., M.D., F.T.C.D., by the Cavan Protestant Board.
4. His Grace the Most Rev. Dr. Walsh, Archbishop of Dublin, by the Cavan Roman Catholic Board.
5. J. Walker Craig, Esq., Q.C., by the Donegal Protestant Board.
6. Rev. Edward Maguire, D.D., by the Donegal Roman Catholic Board.
7. Right Rev. Dr. Stack, Bishop of Clogher, by the Fermanagh Protestant Board.
8. Most Rev. Dr. Owens, Bishop of Clogher, by the Fermanagh Roman Catholic Board.
9. Professor J. B. Dougherty, M.A., by the Tyrone Protestant Board.
10. Right Rev. Monsignor Byrne, P.P., Dean of Armagh, by the Tyrone Roman Catholic Board.

The Standing Committee, 1895.

1. The Chairman, } *ex officio.*
2. The Vice-Chairman., }
3. Mr. Carton.
4. Mr. Craig.
†5. Rev. Dr. Edgar.
6. Rev. Mr. Hamilton.
†7. Rev. Dr. Maguire.
8. Mr. Starkie.
9. Dr. Traill.
10. Archbishop Walsh.

† Appointed January 9, 1895.

APPENDIX A.

No. II.

Attendance Roll of the Commissioners, 1894.

Name of Commissioner.	Dates of Meetings.							Total.
	January 26.	March 6. Special.	April 11.	May 7. Special.	July 5.	October 4.	Dec. 18. Special.	
The Provost, Chairman,	1	1	1	1	–	–	–	4
Monsignor Molloy, Vice-Chairman	1	1	–	1	–	1	1	5
Browne, Monsignor,	–	1	1	1	1	–	1	5
Byrne, Monsignor,	1	1	–	–	1	1	1	5
Carton, Mr.,	1	–	1	1	–	1	1	5
Coyne, Rev. Canon,	1	1	1	–	1	1	–	5
Craig, Mr.,	1	–	1	1	–	1	1	5
Dougherty, Rev. Professor,	1	1	1	–	1	1	1	6
Edgar, Rev. Dr.,	1	1	1	–	–	1	–	4
Gregg, Most Rev. Dr.,	–	–	1	–	–	–	–	1
Hamilton, Rev. Mr.,	1	1	1	–	1	–	1	5
Maguire, Rev. Dr.,	1	1	1	–	1	1	1	6
M'Mullen, Rev. Dr.,	1	–	1	1	–	–	1	4
*Owens, Most Rev. Dr.,	–	–	–	–	–	–	1	1
Pigot, Mr.,	1	1	1	–	1	1	1	6
†Smollen, Very Rev. T.,	–	1	1	–	1	1	–	4
Stack, Right Rev. Dr.,	1	–	1	–	1	1	–	4
Starkie, Mr.,	1	–	–	–	–	1	–	2
Traill, Dr.,	1	–	1	1	–	1	1	5
Tyrrell, Dr.,	1	–	–	–	–	–	1	2
Walsh, Most Rev. Dr.,	1	–	1	1	1	–	1	5

* Elected by Fermanagh Roman Catholic Board, November, 1894.
† Resigned, November, 1894; succeeded by Dr. Owens, *ut supra.*

No. III.

Attendance Roll of the Finance Committee.

Total Number of Meetings summoned during the Year—**26.**

Total Number of Meetings held during the Year—**23.**

Name of Commissioner.	Dates of Meetings.																								Total.
	January 9.	January 23.	January 30.	February 13.	February 20.	February 27.	March 19.	April 3.	April 10.	April 24.	May 8.	May 22.	June 8.	June 26.	*July 3.	*July 31.	August 3.	September 4.	*October 2.	October 4.	October 23.	October 30.	November 13.	November 20.	December 4.	December 17.	
Monsignor Molloy,	1	–	1	–	–	–	–	–	–	–	1	–	1	–	–	1	1	–	–	–	–	1	–	1	1	1	10
The Provost,	–	–	1	1	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	1	–	–	–	–	–	4
Carton, Mr.,	1	1	1	1	1	1	–	1	1	1	1	–	1	1	–	–	–	1	1	1	1	1	1	–	–	1	19
Craig, Mr.,	1	–	1	1	1	–	–	1	1	–	–	–	1	1	1	–	–	–	–	1	–	–	1	1	1	1	14
Hamilton, Mr.,	–	1	–	–	1	–	1	–	–	–	–	1	–	–	–	–	1	–	–	–	1	–	–	1	–	–	7
Starkie, Mr.,	–	1	1	–	–	–	–	–	–	–	1	–	–	1	–	–	–	–	–	1	–	–	–	–	–	–	5
Traill, Dr.,	–	–	1	1	–	–	1	–	1	1	1	1	1	–	–	–	1	–	–	1	–	–	1	–	1	1	13
Walsh, Most Rev. Dr.,	–	–	–	–	–	1	–	1	–	1	–	–	1	–	–	–	–	–	–	–	–	–	–	–	1	1	6

* No meetings held on these days for want of a *quorum.*

THE COMMISSIONERS OF EDUCATION

APPENDIX

No. I.—BALANCE

Dr.

Made up to

Title of Account.	Cash.			Stock.		
	£	*s.*	*d.*	£	*s.*	*d.*
Government 2¾ per Cent. Consolidated Stock :—						
The Commissioners of Education in Ireland, General Account (including Benison's Security, £1,300 Stock),	—			26,214	17	0
Do., do., Account B. (Athlone),	—			164	2	10
The Accountant-General, to the credit of Commissioners (Cappaloughlin),	—			903	19	2
Bishop of Clonfert, and others, and the Commissioners (Eyrecourt),	—			440	6	9
Bank of Ireland (Security lodged by Commissioners for overdraft),	—			2,000	0	0
Other Stock :—						
Bank of Ireland Stock (Wann's Security),	—			487	18	1
Canada 3 per Cent. Stock (Preston School, Navan),	—			498	16	2
Cash Accounts :—						
Armagh Royal School Endowment, Capital,	145	1	0			
Do. do., Income Account,	101	9	1			
Banagher Royal School Endowment,	306	12	1			
Dungannon School Endowment, Loan Account,	30	4	3			
John Delany, Cappaloughlin Land Improvement,	5	0	0			
King's Hospital, Oxmantown,	40	0	0			
Donegal Estate, Sale Account,	86	11	0			
Cash in Agents' hands,	921	4	9			
Bank of Ireland, General Current Account,	1,296	19	10			
Do., Eyrecourt Account, 29 3 6						
Do., do., Deposit Account, 113 0 0						
	142	3	6			
Armagh Protestant Board of Education, Income Account,	138	9	2			
Tyrone do. do.,	26	16	4			
Fermanagh do. do.,	74	3	4			
Donegal do. do.,	48	19	10			
Tyrone do. do., Capital Account,	1,105	0	0			
Total,	£4,463	14	2	£30,710	0	0

IN IRELAND, 23 NASSAU STREET, DUBLIN.

B.

SHEET

December 31, 1894. *Cr.*

Title of Credit.	Cash. £ s. d.	Stock. £ s. d.
Note.—Except where otherwise stated, the Stock is Government Stock.		
Annuities,	453 15 5	
Royal Schools :—		
Cavan Royal School Endowment, Capital Account,	—	3,623 10 7
Do. do. do. Income do.	376 15 4	
Dungannon do. do. Capital do.	—	1,870 18 5
Do. do. do. Income do.	116 0 11	
Enniskillen do. do. Capital do.	—	6,048 1 11
Do. do. do. do. (Armagh Debt),	145 1 0	
Do. do. do. Income Account,	508 6 9	
Raphoe do. do. Income do.	233 15 10	
Carysfort do. do. Capital do.	200 7 0	1,313 11 10
Do. do. do. Income do.	79 7 9	
Cavan Roman Catholic Board of Education,	34 13 2	2,607 11 3
*Tyrone do. do.	1,136 19 9	913 11 5
Fermanagh do. do.	69 18 4	1,499 1 3
Private Schools :—		
Athlone Private School,	4 10 4	164 2 10
Clonmel Grammar School,	0 2 0	14 14 6
Eyrecourt School, Banks' Endowment,	142 3 6	440 6 9
Preston Endowment, Cappaloughlin Estate, Railway Land Investment,	—	903 19 2
Do. School, Navan,	150 8 1	3,514 11 4
Do. Canada Stock,	—	498 16 2
Ballyroan School,	652 9 9	3,425 19 7
Diocesan Schools :—		
Leighlin and Ossory,	13 11 9	358 12 7
Limerick (Roxborough Road),	32 1 11	63 1 6
Meath and Ardagh,	30 11 9	808 8 1
Tuam, Killala, and Achonry,	32 11 6	853 2 9
Miscellaneous :—		
J. C. Wann (security), Bank of Ireland Stock,	—	487 18 1
J. J. Benison (security—Enniskillen),	—	1,000 0 0
Do., (security—Raphoe),	—	300 0 0
Miscellaneous Disbursements,	40 0 0	—
Representatives of Owen,	5 2 4	—
Improvements, Estates, John Delany,	5 0 0	—
Total,	£4,463 14 2	£30,710 0 0

* Includes £1,100 cash due from Protestant Board—contra.

APPENDIX

No. II.—RECEIPTS AND

Year ending

1 (*a*).—ULSTER ROYAL

Dr. CHARGE.

Name of Endowment.	Cash Balances to Credit, Dec. 31, 1893.	RECEIPTS. Rents.	Dividends.	Other Payments.	Total Receipts.	Balances to Debit, Dec. 31, 1894.	TOTAL.	Balance to Debit Dec. 31, 1893.	Rents and Taxes, &c.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Armagh Royal School, .	114 0 5	1,497 16 10	—	52 11 10	1,550 8 8	101 9 1	1,765 18 2		241 0 9
Cavan Royal School, .	32 2 7	688 15 2	96 10 4	—	785 5 6	—	817 8 1	—	50 6 7
Raphoe Royal School, ..	233 8 11	366 14 9	—	0 0 2	366 14 11	—	600 3 10	—	74 2 2
Enniskillen Royal School, .	742 8 9	1,877 10 9	161 2 8	54 3 8	2,092 17 1	—	2,835 5 10	—	279 15 1
Dungannon Royal School, .	716 19 2	1,330 8 4	49 16 10	—	1,380 5 2	—	2,097 4 4	—	290 6 10
Total, . . .	1,838 19 10	5,761 5 10	307 9 10	106 15 8	6,175 11 4	101 9 1	8,116 0 3	—	875 11 5

1 (*b*).—THE ULSTER LOCAL

Dr.

Name of Local Board.	Cash Balances to Credit, Dec. 31, 1893.	DEBITS. Distributive Share of Endowment.	Dividends, &c. on Building Funds, &c.	Other Receipts.	Total Receipts.	Balance to Debit, Dec. 31, 1894.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Armagh Protestant, . . .	—	432 0 3	—	86 10 11	518 11 2	138 9 2	657 0 4
Armagh Roman Catholic, .	—	432 0 2	—	—	432 0 2	—	432 0 2
Cavan Protestant, . . .	—	60 0 0	—	—	60 0 0	—	60 0 0
Cavan Roman Catholic, . .	34 16 5	60 0 0	69 9 2	—	129 9 2	—	164 5 7
Donegal Protestant, . . .	—	100 0 0	—	—	100 0 0	48 19 10	148 19 10
Donegal Roman Catholic, .	—	100 0 0	—	—	100 0 0	—	100 0 0
Fermanagh Protestant, . .	—	600 0 0	—	1 5 0	601 5 0	74 3 4	675 8 4
Fermanagh Roman Catholic, .	70 0 4	600 0 0	39 18 9	100 0 0	739 18 9	—	809 19 1
Tyrone Protestant, ...	—	500 0 0	—	600 0 0	1,100 0 0	1,126 16 4	2,226 16 4
Tyrone Roman Catholic, .	2 2 5	500 0 0	14 8 3	93 15 4	608 3 7	—	610 6 0
Total, ...	106 19 2	3,384 0 5	123 16 2	881 11 3	4,389 7 10	1,388 8 8	5,881 15 8

2.—OTHER ENDOWMENTS

(*a*.)—ROYAL

NAME OF ENDOWMENT.	Cash Balances to Credit, December 31, 1893.	RECEIPTS. Rents.	Dividends.	Other Payments.	Total Receipts.	Balances to Debit December 31, 1894.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
*Banagher Royal School, . .	—	—	—	—	—	306 12 1	306 12 1
Carysfort Royal School, . .	54 17 0	121 0 11	34 19 10	6 0 0	162 0 9	—	216 17 9
Totals, . .	54 17 0	121 0 11	34 19 10	6 0 0	162 0 9	306 12 1	523 9 10

* The Crown Debt charged upon this Endowment has been

B.

EXPENDITURE, 1894.

December 31, 1894.

SCHOOL ENDOWMENTS.

DISCHARGE. Cr.

EXPENDITURE.

On Estate, Endowment, &c.			Educational.							
Annuities.	Agency Charges, and other Payments.	Maintenance of Premises, &c.	Salaries. Tenantry Schools.	Royal Scholarships.	Amount Distributed between Local Boards.	Total Expenditure on Estate, &c.	Total Educational Expenditure.	**Total Expenditure.**	Balance to Credit, Dec. 31, 1894.	**TOTAL.**
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
479 0 4	103 7 3	—	48 9 5	30 0 0	864 0 5	823 8 4	942 9 10	**1,765 18 2**	—	1,765 18 2
161 5 9	109 0 5	—	—	—	120 0 0	320 12 9	120 0 0	**440 12 9**	376 15 4	817 8 1
—	63 2 8	—	29 3 2	—	200 0 0	137 4 10	229 3 2	**366 8 0**	233 15 10	600 3 10
601 18 4	205 5 8	—	—	40 0 0	1,200 0 0	1,086 19 1	1,240 0 0	**2,326 19 1**	508 6 9	2,835 5 10
574 16 6	131 0 1	—	25 0 0	20 0 0	1,000 0 0	933 3 5	1,045 0 0	**1,981 3 5**	116 0 11	2,097 4 4
1,817 0 11	611 16 1	—	102 12 7	90 0 0	3,384 0 5	3,304 8 5	3,576 13 0	**6,881 1 5**	1,234 18 10	8,116 0 3

BOARDS OF EDUCATION.

Cr.

Balance to Debit, Dec. 31, 1893.	**CREDITS.**					Balance to Credit, Dec. 31, 1894.	Total.
	Maintenance of Premises, Insurance, &c.	Rent.	Dividends and Interest on Building Funds and other Payments.	Distributive Share.	Total Payments.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
143 11 2	—	231 0 0	45 19 4	236 9 10	513 9 2	—	657 0 4
—	—	—	—	432 0 2	432 0 2	—	432 0 2
—	—	—	—	60 0 0	60 0 0	—	60 0 0
—	—	—	*69 12 5	60 0 0	129 12 5	34 13 2	164 5 7
46 17 11	—	48 19 10	—	53 2 1	102 1 11	—	148 19 10
—	—	—	—	100 0 0	100 0 0	—	100 0 0
81 15 5	7 10 0	—	143 7 8	437 15 3	593 12 11	—	675 8 4
—	—	—	*40 0 9	700 0 0	740 0 9	69 18 4	809 19 1
1,706 5 0	—	—	93 15 4	426 16 0	520 11 4	—	2,226 16 4
—	—	—	†73 6 3	500 0 0	573 6 3	36 19 9	—
1,978 9 6	7 10 0	279 19 10	471 1 9	3,006 3 4	3,764 14 11	141 11 3	5,884 15 8

* Dividends on Invested Building Funds. † Includes £6 7*s.* 3*d.* Dividends on Building Fund, invested.

ADMINISTERED BY THE COMMISSIONERS.

SCHOOLS.

Balance to Debit, December 31, 1893.	**EXPENDITURE.**						Balance to Credit, December 31, 1894.	Total.
	On Estate, &c.		Educational.	Total Expenditure on Estate.	Total Educational Expenditure.	Total Expenditure.		
	Rents, Taxes, &c.	Other Payments.	Amounts distributed between Local Committees.					
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
306 12 1	—	—	—	—	—	—	—	306 12 1
—	10 2 0	37 15 6	89 12 6	47 17 6	89 12 6	137 10 0	79 7 9	216 17 9
306 12 1	10 2 0	37 15 6	89 12 6	47 17 6	89 12 6	137 10 0	79 7 9	523 9 10

paid off, but the Receiver has not yet been discharged.

(*b.*)—ENDOWMENTS OF

NAME OF ENDOWMENT.	Cash Balances to Credit, December 31, 1893.	RECEIPTS. Rents.	Dividends.	Other Receipts.	Total Receipts.	Balances to Debit, December 31, 1894.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Athlone School,	—	—	4 10 4	—	4 10 4	—	4 10 4
*Clonmel Grammar School,	53 18 3	40 8 5	0 6 0	*43 5 6	[illegible]	[illegible]	137 18 2
Banks Endowment, Eyrecourt,	138 15 3	2 3 2	12 2 4	—	14 10 6	—	153 5 9
†Midleton Endowed School,	71 1 5	109 13 9	22 2 5	—	131 16 2	[illegible]	202 17 7
‡Preston School, Navan,	325 2 11	—	86 14 8	‡157 10 7	244 5 3	—	569 8 2
‡Ballyroan School Endowment,	603 3 2	—	75 19 9	‡112 10 5	188 10 2	[illegible]	791 13 4
Total,	1,192 1 0	172 10 4	201 15 6	313 6 6	667 12 4	—	1,859 13 4

* Final Account of this Endowment. From and after July 9, 1894, the Endowment and the [illegible] £43 5s. 6d. under the heading "Other Receipts," includes a sum of £42 17s. 6d.

† Final Account of this Endowment to July 9, 1894. From this date the [illegible] includes a sum of £79 4s. 7d. found to be due by the

‡ The sums of £157 10s. 7d. and £112 10s. 5d. are, respectively, seven-twelfths and five-twelfths of the net income of the

PRESTON

	£ s. d.
RECEIPTS :—	
Rents,	536 7 7
Dividends,	80 15 9
Other receipts,	7 7 0
	624 10 4

(*c.*)—THE DIOCESAN SCHOOLS FUNDS.

NAME OF ENDOWMENT.	Credit Balances, December 31, 1893.	RECEIPTS. Rents.	Dividends.	Total Receipts.	Total.	Investment on Commutation Account, 1894.	Credit Balances, December 31, 1894.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Meath and Ardagh,	9 0 11	—	21 10 10	21 10 10	30 11 9	—	30 11 9	30 11 9
Limerick,	10 8 5	20 0 0	1 13 6	21 13 6	32 1 11	—	32 1 11	32 1 11
Leighlin and Ossory,	4 0 7	—	9 11 2	9 11 2	13 11 9	—	13 11 9	13 11 9
Tuam, Killala, and Achonry	9 16 8	—	22 14 10	22 14 10	32 11 6	—	32 11 6	32 11 6
Total,	33 6 7	20 0 0	55 10 4	75 10 4	108 16 11	—	108 16 4	108 16 4

No. IV.—SUMMARY RENTAL FOR YEAR TO SEPTEMBER–NOVEMBER, 1893.

NAME OF ESTATE.	Arrears.	Year's Rent.	Total Rent and Arrears.	Receipts.	Abatements.	Arrears Due.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Armagh,	372 0 10	1,234 12 11	1606 13 9	1362 8 2	—	244 5 7
Clavin,	228 11 2½	438 6 0½	681 17 3	488 2 7½	13 12 11	169 16 11½
Enniskillen,	1,236 1 4	2043 9 2	3279 10 6	2074 4 11	27 9 0½	1178 16 6½
Fermanagh,	2,122 12 3½	1855 12 6	3978 4 9½	1835 0 4	69 7 8	2093 16 9½
Cavanmore,	24 11 1	126 9 11	151 1 0	132 1 11	—	18 19 1
Provost Estate,	530 16 2½	745 8 9	1,276 4 11½	703 3 5½	16 19 3½	556 2 2½
Total,	4,512 12 11½	6,499 19 3½	10,976 12 3	6,589 1 5	127 8 11	4,256 17 2
Total of last year,	5,126 15 1	6,568 8 4½	11,895 9 6½	6,693 0 10½	363 0 9½	4,512 12 11½

PRIVATE FOUNDATION.

EXPENDITURE.									
On Estate, &c.			Educational.		Total on Estate.	Total Educational.	Total Expenditure.	Credit Balances, December 31, 1894.	Total.
Maintenance	Rents, &c.	Other Expenses (including Agency Fees).	Salaries.	Other Expenses.					
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
—	—	—	—	4 10 4	—	4 10 4	4 10 4	—	4 10 4
—	73 11 10	64 7 4	—	—	137 18 2	—	137 18 2	—	137 18 2
—	11 2 2	—	—	—	11 2 2	—	11 2 2	142 3 7	153 5 9
4 6 2	3 5 0	†80 10 3	44 16 2	70 0 0	88 1 5	114 16 2	202 17 7	—	—
—	—	—	89 9 9	329 10 4	—	419 0 1	419 0 1	150 8 1	569 8 2
—	28 13 9	0 3 0	110 6 10	—	28 16 9	110 6 10	139 3 7	652 9 9	791 13 4
4 6 2	116 12 9	145 0 7	244 12 9	404 0 8	265 18 6	648 13 5	914 11 11	945 1 5	1,859 13 4

hands of the Governors of Clonmel Grammar School, under deed dated July 5, 1894, made in pursuance of Scheme No. 45. The sum of
paid by the Governors to the Commissioners to close the Final Account.
Midleton Endowed School, under Scheme No. 105. The sum of £80 10*s.* 3*d.* under the heading "Other Expenditure on the Estate,"
Commissioners to the Governors on the Final Account.
Cappaloughlin Estate, which constitutes the Preston Endowment. Subjoined is the separate account, for the year, of the

ENDOWMENT.

PAYMENTS:—	£ s. d.	£ s. d.
Maintenance and Repairs of Kilbricken Trinity School, &c., .	—	
Rents, Rates, Taxes, &c., ...	103 18 7	
One-fourth of Net Rental for Year to November, 1893, to King's Hospital, ...	131 16 7	
Other payments, including Agency Fees and Expenses, .	118 14 2	
		354 9 4
Transferred to Preston School, Navan, *supra*, . . .	157 10 7	
Transferred to Ballyroan School Endowment, *supra*, . .	112 10 5	
		270 1 0
		624 10 4

No. III.—Summary. Receipts and Expenditure, 1894.

Name of Group of Endowments.	Credit Balances, 1893.	Receipts, 1894.	Total.	Expenditure, 1894.	Credit Balances, 1894.	Total
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. Ulster Royal Schools, . . .	*1,945 19 0	*6,299 7 6	8,245 6 6	6,997 1 10	1,248 4 8	8,245 6 6
2. Other Royal Schools, . . .	54 17 0	162 0 9	216 17 9	137 10 0	79 7 9	216 17 9
3. Private Endowments, . . .	1,192 1 0	†1,022 1 8	2,214 2 8	†1,269 1 3	945 1 5	2,214 2 8
4. Diocesan Schools, ...	33 6 11	75 10 4	108 16 3	—	108 16 3	108 16 3
Total, ...	3,226 3 11	7,559 0 3	10,785 3 2	8,403 13 1	2,382 10 1	10,785 3 2

* Includes income of invested Building Funds.
† Includes £354 9*s.* 4*d.*, balance of gross income of Cappaloughlin Estate, applied for Estate outgoings.

No. V.—Summary of Agent's Estates Accounts for year to September–November, 1893.

Name of Estate.	RECEIPTS.				EXPENDITURE.					
	Balance, 1892.	Rents, 1893.	Other Receipts, 1893.	Total.	Agency Charges.	Rents, Rates, Drainage, Taxes, &c.	Miscellaneous.	Lodged to credit of Commissioners.	Balance in hands, 1893.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Armagh, . .	46 9 11½	1,375 15 4	5 10 6	1,427 15 9½	68 15 9	181 2 8½	65 15 8	1,050 0 0	62 1 8	1,427 15 9½
Cavan, . . .	76 17 6	488 2 7½	—	565 0 1½	24 8 1	51 11 4	86 12 0½	410 0 0	—	*572 11 5½
Fermanagh, . .	72 8 0	2,073 4 11	—	2,145 12 11	103 13 2	294 8 9	150 17 6	1,550 0 0	46 13 6	2,145 12 11
Tyrone, . .	73 18 5½	1,820 0 4	0 8 3	1,894 7 0½	91 0 1	228 4 9	63 6 8	1,400 0 0	111 15 6½	1,894 7 0½
Carysfort, . .	—	138 1 11	—	138 1 11	6 18 1	11 12 8	33 15 5	85 15 9	—	138 1 11
Preston Endowment,	82 14 6½	740 12 3	5 7 0	828 13 9½	37 2 2	149 6 0½	85 14 11½	500 0 0	56 10 7½	828 13 9½
Totals, .	352 8 5½	6,635 17 4½	11 5 9	6,999 11 7	331 17 4	916 6 3	486 2 3	4,995 15 9	277 1 4	7,007 2 11

* Agent had credit balance £7 11*s.* 4*d.*

APPENDIX C.

REPORTS OF THE LOCAL BOARDS OF EDUCATION.

I. Armagh Protestant Board of Education.

Report for the year ending June 30th, 1894.

The Armagh Protestant Board of Education beg to submit the following as their Report for the year ending June 30th, 1894.

It is with the greatest regret that we report the death of our late Chairman, the Most Rev. Robert Knox, the Lord Primate, who took so large an interest in the cause of Education and in the proceedings of our Board, and whose never failing courtesy endeared him to us all.

The present Primate succeeded *ex officio* to his seat on our Board, and was unanimously elected Chairman and our representative on the Board of the Commissioners of Education.

The Rev. C. King Irwin, D.D., having removed from this county, his seat became vacant, and it has been filled by the election of the Rev. Augustine Fitzgerald, D.D., by the Armagh Diocesan Council.

Mr. Wm. Paul has for some time ceased to attend our meetings, and we have reason to believe that his seat has become vacant, but we have not as yet had an intimation of the appointment of his successor by the Methodist Conference.

The Rev. John Elliott continues to hold the office of Vice-President, and Mr. Stronge that of Honorary Secretary.

Mr. St. George, Mr. Wm. M'Crum, and Mr. Stronge continue to be our representatives on the Joint Estates Committee.

In order to secure our enjoyment of the Royal School Premises (and if possible to effect their purchase) a concert and a bazaar were held in the months of April and May, which together realized £324 0*s.* 3*d.* This sum, with £50 10*s.* 6*d.* contributed by former pupils of the Royal School, has been invested in the purchase of £390 Belfast and Northern Counties Railway 4 per cent. Preference Stock, which stock is in the name of our Board. Some further contributions from the latter source have been promised.

Our Board has addressed an inquiry to the Commissioners as to whether the Commissioners would be willing to treat with them for the sale of the Royal School premises to our Board, on the basis of the valuation placed upon them by the Committee of the Commissioners who ascertained the value of the private benefactions under Clause 63 of the Scheme, and the Board understand that this question has been referred to the Armagh Roman Catholic Board for their opinion.

In the month of June advertisements were issued in accordance with the Scheme, offering two free places in the School, and fixing December 22nd as the date of the examination of the candidates. Mr. Power, National Board Inspector, Downpatrick, has, with the sanction of the Commissioners, been appointed the Examiner.

The number of Boarders in the School on June 30th, 1894, was twenty-one and the number of Day Scholars thirty-five, showing a slight increase in both classes on the numbers of last year.

Seven pupils passed the Intermediate Examination, and nineteen passed the Examination held by the Armagh Diocesan Board of Religious Education, at which four obtained Prizes.

The following gentlemen are assisting the Head Master, Mr. Gordon, in the work of Education:—J. E. Lowndes, Esq., M.A., Scholar of Clare Col., Camb.; C. S. Baker, Esq., B.A., Scholar and Moderator of T.C.D.; E. L. Fischer, Esq.; S. Des Champs, Esq., B.A.; W. Anderson, Esq., B.A.; and S. M'Kimm, Esq.

The Accounts for the year 1893, as audited by the Local Government Board, are appended.

Adopted by Board,

Acheson St. George,
Chairman.

November 27th, 1894.

The Account of Armagh Protestant Board of Education for the year ending December 31st, 1893.

Charge.	£	s.	d.	Discharge.	£	s.	d.	£	s.	d.
To Balance as per last Account,	70	14	8	By Maintenance of Premises,				26	6	4
„ Amount of Donations received in year ending 31st December, 1893,	87	2	0	By other Payments:—						
„ Amount of Subscriptions received in year ending December 31st, 1893,	3	0	0	Hon. Secretary's Postage,	0	5	2			
„ *Amount of Share of School Endowment received per	61	6	10	Expenses of Audit paid by Hon. Secretary,	1	1	0			
Amount of Miscellaneous Receipts in the year (not included in the foregoing), viz.:—				Messrs. M'Walter, two Accounts for Printing and Stationery paid by Hon. Secretary,	1	9	6			
				Solicitor's Bill of Costs,	43	0	6			
Interest on Current Account at Bank,	1	8	8					45	15	9
				Loan Payment.				72	2	1
*N.B.—The above sum of £61 6*s.* 10*d.* is the nett sum paid to the Board by the Commissioners of Education after deducting the rent of the School Premises.				Balance per Bank Book, £149 15 8						
				Do. in Accounting Officer's hands, 1 15 4				151	10	1
Total,	£223	12	7	Total,				£223	12	7

I certify that the foregoing account is correct.

J. F. Mayne, *Auditor.*

17th January, 1894.

II. Armagh Roman Catholic Local Board of Education.

Report for the year November, 1893, to November, 1894.

The Board at present consists of the following Members:—His Eminence Michael Cardinal Logue, Primate of All Ireland; Very Rev. Michael Canon Coyne, P.P., Keady; Very Rev. Patrick Canon M'Geeney, P.P., V.F., Crossmaglen; Rev. Hugh M'Oscar, P.P., Moy; Very Rev. James O'Hare, P.P.; V.F., Lurgan; William Gallagher, Esq., Armagh; Edward Magennis, Esq., M.D., J.P., Lurgan; Patrick Lavery, Esq., Armagh; Frank J. O'Hanlon, Esq., J.P., Portadown.

Very Rev. Canon Byrne, P.P., Portadown, ceased to be a member of the Board, having resigned his membership, by writing under his hand, dated 7th May, 1894 and on 28th July, 1894; Very Rev. James O'Hare, P.P., V. F., Lurgan, was unanimously co-opted by the ecclesiastical members of the Board to fill the place vacated by Canon Byrne.

The Officers of the Board are:—

Chairman.—His Eminence Cardinal Logue.

Vice-Chairman.—William Gallagher, Esq.

Honorary Secretary.—Very Rev. Canon M'Neece, P.P., Magherafelt.

Treasurer.—Hibernian Bank, Armagh.

Estates Committee.—Members representing this Board; Very Rev. Michael Canon Coyne, P.P., Keady; Messrs. William Gallagher, Esq., and Edward Magennis, Esq, M.D., J.P.

Commissioner of Education.—Canon Coyne, P.P., Keady, who was re-elected for 1895 at the meeting held 9th November, 1894.

During the year 1894, four meetings of the Board were held, namely, on Thursday, 1st February; Thursday, 10th May; Saturday, 28th July; and Friday, 9th November. The attendance of members at the several meetings was as follows:—

—	Feb. 1.	May 10.	July 28.	Nov. 9.	Total.
His Eminence Cardinal Logue,	1	1	1	1	4
Very Rev. Michael Canon Coyne,	1	1	1	–	3
Very Rev. Patrick Canon M'Geeney,	1	–	1	1	3
Very Rev. Laurence Canon Byrne,	1	–	–	–	1
Rev. Hugh M'Oscar,	1	–	1	1	3
Very Rev. James O'Hare,	–	–	–	1	1
William Gallagher, Esq.,	1	–	1	1	3
Edward Magennis, Esq., M.D., J.P.,	1	–	–	1	2
Frank J. O'Hanlon, Esq., J.P.,	–	–	–	1	1
Patrick Lavery, Esq.,	1	1	1	1	4

At the first meeting the Board unanimously re-elected the officers of the preceding year and appointed His Eminence Cardinal Logue, Very Rev. Michael Carrigy, C.M., President, and Rev. Thomas Lawless, C.M., and T. Gavin, C.M., Professors in St. Patrick's College, a School Committee, as prescribed in section 47 of the Scheme, to aid in the supervision and management of St. Patrick's College, Armagh, it being the only School at present adopted by this Board. The Very Rev. Canon Coyne, Rev. Hugh M'Oscar, Messrs. Gallagher and Lavery, with the Honorary Secretary, were appointed a committee for the purpose of carrying out the provisions of section 59 of the Scheme with regard to free places to be awarded to pupils of Primary Schools in County Armagh.

At subsequent meetings further steps were taken for carrying out the examinations for free places.

A reply was sent in the following terms to the letter of the Secretary to the Commissioners in reference to the proposal of the Armagh Protestant Board to purchase the Armagh Royal School premises:—"That we strongly protest against any plan of purchase of the Armagh Royal School premises calculated to reduce our present income, and we beg to refer the Commissioners to section 63 of the Scheme which, we consider, prevents any sale of the premises being made so long as same are occupied for the present purposes, and that in the event of a sale it must be made to the best advantage."

Adopted at a meeting of the Armagh Roman Catholic Local Board held in St. Patrick's College, Armagh on Friday, 9th day of November, 1894.

Henry Canon M'Neece, P.P., Magherafelt,
Honorary Secretary.

28th November, 1894.

III. Cavan Protestant Board of Education.

Report from 1st June, 1893, to 1st June, 1894.

June 27th, 1893.

A meeting of the Cavan Protestant Local Board of Education was held in the Protestant Hall, on Tuesday, the 27th June, 1893, at 4 o'clock, to consider the financial position of the Board, and other matters. The following members were present:—The Lord Bishop in the chair; Messrs. Samuel Sanderson, Richard Allen, James Hartley, Revs. Wm. M'Dowell, W. H. Hutchinson, and W. C. M'Causland, Hon. Sec. Mr. Hampton was also present by desire of the Board.

A letter was read from Mr. J. K. Bresland resigning his appointment as Assistant Master. Mr. Hampton was requested to procure a successor to Mr. Bresland, at the salary paid by the Board to him, namely, £50 a year—the appointment to be subject to the approval of the Board. The following sums were ordered to be paid:—James Hampton, Esq., half year £50, to 1st July; Mr. Bresland half year to 1st July, £25; works done at the College, and paid for by Mr. Hampton—vouchers furnished—£13 10*s.* 9*d.*

The Board thought it not expedient to make any alteration in the financial arrangements of the School for the present.

November 7th, 1893.

A meeting was held at the Royal School, Cavan. The following members were present:—The Lord Bishop in the chair; Robert Walker, Esq., and W. C. M'Causland, Hon. Sec.

A letter was read from Rev. W. M'Dowell, regretting his inability to attend. A telegram was received by the Secretary from the Rev. W. Todd Martin, Moderator of the General Assembly, intimating the re-election of the Presbyterian members of the Board for 1894.

The appointment of Mr. Douglas Scott as Assistant Master was approved of.

December 18th, 1893.

A special meeting of the Board was held in the Protestant Hall. Present:—The Lord Bishop in the chair, Messrs. Richard Allen, James Hartley, and Rev. W. C. M'Causland, Hon. Sec.

The following members were duly elected for the year 1894:—Samuel Sanderson, Esq., and Rev. W. H. Hutchinson, LL.D., to represent the Diocesan Council; Richard Allen, Esq., and Rev. W. C. M'Causland, to represent the Select Vestry of Cavan; Rev. Wm. M'Dowell, Rev. J. Gass, and Robert Walker, Esq., to represent the Presbyterian members of the Board; James Hartley, Esq., to represent the other Protestant denominations.

Dr. Traill was unanimously elected as our Commissioner for 1894.

February 6th, 1894.

The quarterly meeting held in Protestant Hall. Present:—The Lord Bishop in the chair; Messrs. Richard Allen, Robert Walker, Revs. W. M'Dowell, J. Gass, and W. C. M'Causland.

The Lord Bishop was appointed Chairman for 1894; James Hartley, Vice Chairman; W. C. M'Causland, Hon. Sec.

The financial position of the Board was considered.

Statement of Accounts from Mr. Benison and Mr. Murphy, Secretary to Commissioners of Education, considered.

A Committee appointed consisting of Richard Allen, Esq., Revs. W. M'Dowell and W. C. M'Causland, to make arrangements for the Competitive Examination to be held in November or December next, for two Free Pupils—day boys—or if boarders, at a reduction of £10 yearly each.

The arrangements as to subjects, examiners, time and place of examination, to be submitted to the Board at their meeting in May. Mr. Hampton was requested to assist the Committee in drawing up the programme, &c.

May 1st, 1894.

The quarterly meeting was held at the Royal School. Present:—The Lord Bishop in the chair; Richard Allen, Esq.; Revs. J. Gass, W. H. Hutchinson, W. M'Dowell, and W. C. M'Causland, Hon. Sec.

It was proposed by Mr. M'Dowell, and seconded by Mr. Allen, that the Board meet on the first Wednesday in July, instead of the first Tuesday in August, owing to the probabilities of most of the members of the Board being absent during the month of August.

The report of the Board of Works' surveyor (Mr. S. K. Kirker) was considered, and it was resolved to postpone the works recommended by him to the School premises till the next meeting, in order that the Board might be in a better position to understand how far their financial resources will enable them to carry out the recommendations of the Board of Works' surveyor.

A programme for the Competitive Examination for two Free Pupils (day boys, or if boarders, at a reduction of £10 a year each) was submitted and approved of.

The date fixed for examination, 7th November, and the Head Master and his Assistant recommended as the examiners, the programme was ordered to be sent to the Commissioners for their approval, with the number of marks recommended for each subject by the Board, viz.:—Latin, 1,200; French, 700; English, 1,200; Arithmetic, 600; Algebra, 600; Euclid, 600. English, Arithmetic, Euclid, Algebra, and one of the three languages, viz.:—Greek, Latin, or French, compulsory.

Samuel Kilmore, Chairman.
W. C. M'Causland, Hon. Sec.

COPY of last AUDITED ACCOUNT of CAVAN PROTESTANT BOARD of EDUCATION, July 1st, 1893–94.

Dr. *Cr.*

1893.		£ s. d.	1893.		£ s. d.
July 18,	Commissioners of Education, .	50 0 0	July 3,	Half-year's Salary to Mr. Hampton,	50 0 0
			„ 3,	Work done at College (Mr. Hampton),	13 10 9
1894.			„ 3,	E. T. Lindsey, County Cess, . . .	2 19 7½
July 11,	Do., do., .	60 0 0	August 31,	Interest to Bank, ...	3 8 0
	Balance due Bankers, . .	225 4 6	December 20,	Douglas Scott, Assistant Master, half-year to December 31, . .	25 0 0
			„ 21,	Mr. Hampton, half-year's Salary to December 31, ...	50 0 0
			„ 21,	Mr. Thomas Jones, Poor Rate .	9 16 11
			1894.		
			February 10,	W. M'Causland, for Deed Box, Postage, &c., ...	0 12 0
			„ 10,	E. T. Lindsey, County Cess, . .	3 19 10
			„ 28,	Interest on Bank Account, . .	4 15 3
			March 29,	John Gaffney, Borough Rate, .	2 17 8
			„ 29,	Henry Thompson, Auditor's Fee for 1892 and 1893, ...	2 2 0
			April 9,	Royal Exchange Assurance Co., .	2 2 6
			June 15,	E. T. Lindsey, County Cess, . .	3 0 3
			„ 27,	Douglas Scott, Assistant Master, .	25 0 0
				Balance due Bankers, June 30, 1893, .	135 19 9
		£335 4 6			£335 4 6

Audited and compared with Bank Account, and found to be correct.

H. THOMPSON.

November 3rd, 1894.

IV. CAVAN ROMAN CATHOLIC BOARD of EDUCATION.

REPORT for year 1893-94.

Meetings.—Since last report four quarterly meetings have been held—December 19th, 1893; April 30th, '94; July 13th, '94; October 22nd, '94.

Besides these, a special meeting was held May 30th, 1894, to arrange a programme of competitive examinations for two free places in St. Patrick's College. A programme was drawn up which afterwards received approval from the Commissioners, but on condition only that so many should present themselves as would make the examination a true competition. The programme is substantially the same as that of 6th class National Schools. The date of examination was fixed for December 27th, 1894. However, the Board, in a letter to the Commissioners, urged that in future such examinations be held not later than the 1st June, so as to give successful candidates an opportunity of joining Intermediate classes at the commencement of the Intermediate year.

Commissioner.—The Most Rev. Dr. Walsh, Archbishop of Dublin, elected at a meeting, 19th December, 1893.

The Board.—The following is the present constitution of the Board;—Most Rev. Dr. M'Gennis, Bishop of Kilmore, Chairman; Very Rev. Dr. O'Reilly, P.P., V.G.; Very Rev. J. O'Connor, P.P., V.F.; Very Rev. Charles O'Reilly, P.P., V.F.; Rev. Michael Fitzpatrick, P.P.; Thomas Markey, Esq., J.P.; Patrick Kane, Esq., J.P.; William Finlay, Esq., C.T.C., Cavan; Nicholas Smith, Esq., J.P. The last-named member was co-opted at a meeting held 30th April, 1894, vice the late Philip Smith, Esq., J.P., who died January, 1894. At this same meeting Mr. Smith was also appointed a member of the Estates Committee.

St. Patrick's College.—The number of students in the College is slightly in advance of last year. At present there are fifty-seven, while in last year's report the number varied from fifty to fifty-four. Fifteen students were presented at the Intermediate Examinations, of these thirteen passed. There were four distinctions. One Mid. Grade Exhibition, one Junior Grade Exhibition, one Junior Grade Book Prize, one Junior Grade English Composition Money Prize. Six students have been educated free.

The appended statement of accounts, submitted to the Board to-day and adopted, will show the moneys received and paid out.

Adopted at a meeting held this day, 22nd October, 1894.

✠ EDWARD M'GENNIS, Bishop of Kilmore,
Chairman.

MICHAEL FITZPATRICK, Sec.

ACCOUNT of the CAVAN ROMAN CATHOLIC BOARD OF EDUCATION for year 1893–94.

Cr. *Dr.*

1893.		£ s. d.	1894.		£ s. d.
October 30,	By Balance to Credit, according to last Report,	4 6 6	April 20,	To Salary on Account to Rev. J. Meehan, Professor St. Patrick's College,	20 0 0
1894.			„ 20,	„ Salary on Account to Rev. J. M'Gauran, Professor St. Patrick's College,	20 0 0
January 25,	„ Credit in Ulster Bank,	34 16 5	October 22,	„ Cash to Mrs. O'Hanlon, "Anglo-Celt," for Advertising,	3 6 0
February 23,	„ Interest on Account,	0 13 1	„ 22,	„ Cash to Rev. J. Meehan, Salary on Account,	30 0 0
July 11,	„ Credit in Ulster Bank,	60 0 0	„ 22,	„ Cash to Rev. J. M'Gauran, Salary on Account,	40 0 0
„ 11,	„ Credit in Ulster Bank, as Interest on Building Fund,	34 16 0			133 6 0
August 31,	„ Interest on Account,	0 10 3		By Balance to Credit,	2 1 3
		£135 7 3			£135 7 3

Examined and found correct,

A. R. NORTON, Manager,

24th October, 1894. Ulster Bank, Limited, Cavan.

V. DONEGAL PROTESTANT BOARD of EDUCATION.

REPORT for the year ending June 30, 1894.

Elected Members of the Board,

Rev. Robert M'Morris, M.A., *Chairman.*
Wm. H. Boyd, Esq., D.L., *Vice-Chairman.*
Rev. John Molloy, B.A.
Rev. Alex. G. Lecky, B.A.
Rev. Canon Thompson, M.A.
Robert Carson Wilson, Esq.
Rev. Samuel Meek, B.A.
Rev. William Scott, B.A.
Thomas Hamilton, *Hon. Sec.*

Co-opted Members.

Rev. James Craig Wallace, B.A.
Captain Thomas Butler Stoney, J.P.
John S. Weir, Esq., J.P.
William M'Clintock, Esq.
Rev. Canon Bennett, M.A.

Representative Commissioner—John Walker Craig, Esq., Q.C.

The Board held four stated and two special meetings during the year.

The Statement of Accounts for the year ending 31st December, 1893, as audited by Mr. Robert Harper, Northern Bank, Raphoe, is sent herewith.

The Raphoe Royal School was opened under the auspices of the Board on 1st September, 1893, with an attendance of 20 pupils, which increased during the following terms, so that on 30th June there was an attendance of 38 pupils, one of whom is free, being admitted by public examination, held 20th November, 1893. The next examination for the admission of Free Pupils is announced to be held on 29th August, 1894. In addition to the present teaching staff the Board has secured the services of Mr. Wm. S. M'Caughey, B.A., T.C.D., as Assistant Classical Master.

The Board has spent the sum of £47 3*s.* 5*d.* on repairs and renovation of Royal School buildings during the year. The wing of the ball alley which was blown down during the storm in November last is at present being rebuilt.

Signed and sealed at a meeting of the Board held 2nd August, 1894.

KERR H. THOMPSON, *Chairman.*

The ACCOUNT of the DONEGAL PROTESTANT BOARD of EDUCATION for the year ended 31st December, 1893.

Dr. *Cr.*

CHARGE.	£ s. d.	DISCHARGE.	£ s. d.	£ s. d.
To Balance as per last Account,	60 8 0	By Amount of Payments made under the following headings :—		
„ Amount of Endowments received in the year ended 31st December, 1893,	16 12 1	[illegible] Premises, &c.,	34 10 8	
„ Amount of Rents received in the year ended 31st December, 1893,	45 6 8	Rent and Taxes, &c.,	17 7 1½	51 17 9½
„ Amount of Miscellaneous Receipts, viz. :—		Other payments, viz.		
Sale of Tree,	0 5 0	[illegible]	7 0 5	
		[illegible]	2 3 3	
		Miscellaneous,	5 19 9½	15 3 5½
		Total Payment,	—	67 1 3
		Balance per Bank Book, £40 4 9		
		Due on Accounts, Officer's hands, 5 5 9	45 10 6	
		Balance in favour of this Account on the 31st December, 1893,	—	45 10 6
Total,	£112 11 9	Total,	—	£112 11 9

I certify that the foregoing account is correct.

RD. HARPER, *Auditor.*

19th day of January, 1894.

VI. Donegal Roman Catholic Board of Education.

Annual Report for year ended 30th June, 1894.

My Lords and Gentlemen.

I have the honour of submitting to you the Third Annual Report of proceedings of the Donegal Roman Catholic Board of Education,

During the year ended 30th June, 1894, five meetings have been held, all presided over by the Most Rev. Dr. O'Donnell, except one at which the Vice-Chairman, Mr. M'Loone, presided. The Rev. Joseph Boyle, late professor in the Irish College, Paris, has been appointed by the School Committee Professor in the High School, Letterkenny.

It was arranged to hold, at the Literary Institute, Letterkenny, on the 2nd September, 1893, a competitive examination for two free places, to be provided out of the Raphoe Royal School Endowment. Notice of this examination had been published in the local press six months previously. The course and subjects of the examination were in accordance with paragraph (*d*) of the 59th clause of the Scheme.

The Very Rev. Dr. Maguire, Maynooth, was unanimously elected Commissioner to represent our Board for 1894.

Resolutions, copies of which have already been forwarded, bearing on the sale of the Townawilly estate to the tenants, and urging a speedy completion of preliminaries, were passed.

Two cheques, one for £48 2*s*., and the other for £100, have been sent to our Board by the Commissioners of Education in Ireland.

In reply to a circular sent on the 19th May, 1894, by the Secretary to the Commissioners, bearing on the time, place, course, examinations for free places, the Secretary of this Board was directed to send copy of minute of proceedings of meeting held on the 29th May, showing that for the past two years examinations have been held in accordance with the terms of clause 59 of the Scheme immediately before the beginning of the scholastic year, in September, and free places awarded, that notice of the examinations with programme, &c., was published in the local press in spring, and that no date later than the beginning of the scholastic year would in any way suit for the competitive examination. The free places and other prizes awarded at the examinations help to draw boys to the Diocesan Seminary when the classes are being formed; from every point of view it is desirable that parents should be encouraged to send their children in good time to school, instead of sending them for broken parts of the year.

The Commissioners will, no doubt, be pleased to learn that nineteen students got passes at the recent Intermediate Examinations, and four gained prizes and Exhibitions.

The members of the Local Board, as now constituted, are the Most Rev. Patrick O'Donnell, D.D., Chairman; Joseph M'Loone, Esq., J.P., Vice-Chairman; Right Rev. Monsignor M'Fadden, V.G., Treasurer; Very Rev. Charles M'Glynn, V.G., Hon. Sec.; Manus M'Fadden, Esq., J.P.; Patrick M'Menamin, Esq., J.P.; Hugh M'Devitt, Esq.; Very Rev. Joseph Boyle, P.P.; Rev. Patrick J. Brennan, C.C.

The School Committee consists of the Most Rev. Dr. O'Donnell, Monsignor M'Fadden, Mr. M'Menamin, J.P., and Mr. M'Fadden, J.P.

The Catholic members of the Estates Committee are Monsignor M'Fadden, Mr. M'Menamin, and Mr. M. M'Fadden.

I have the honour to be, my Lords and Gentlemen,

Your obedient servant,

Charles M'Glynn, P.P., V.G., Hon. Sec.

Stranorlar, 19th Oct., 1894.

To the Commissioners of Education in Ireland.

The Account of the Donegal Roman Catholic Board of Education for the year ended the 31st of December, 1893.

Dr. *Cr.*

1893.	Charge.	£ s. d.	1893.	Discharge.	£ s. d.
January 1,	To Balance of last Account, . . .	4 17 11	March 1,	By Payments—	
May 16,	„ Cash received from the Commissioners of Education in Ireland, . . .	48 2 0		„ Cheque (38902) to Rev. P. A. O'Doherty,	50 0 0
			June 30,	„ Interest, ...	0 9 6
				Balance in favour of this Account, . .	2 10 5
		£52 19 11			£52 19 11

I certify that the foregoing account is correct.

P. M. Stewart, Manager,

The Hibernian Bank, Ltd., Letterkenny.

24th October, 1894.

I certify that the above is a true account.

[Seal.] Charles M'Glynn, P.P., V.G., Hon. Sec.

Donegal R.C. Board of Education.

Dated at Stranorlar, 22nd October, 1894.

VII. Fermanagh Protestant Board of Education.

Report for the year ending June 30, 1894.

Enniskillen, 1st August, 1894.

The Board reports that in addition to the ordinary duties devolving upon it, the members have been specially engaged with the following subjects, which have been dealt with in the manner hereinafter stated :—

(1.) *The Tenants' proposal to buy out their holdings at 16 years' purchase.*—In regard to this matter the Board after the most careful consideration unanimously came to the conclusion that it would not be in the interests of Education in the district, that this, or indeed any offer of less than 20 years' purchase, should be accepted, at all events during the lifetime of the annuitants; and the Board set forth its views on the question in a letter dated 20th December, 1893, showing that if the offer be entertained practically no Endowment would be available now for Educational purposes, so far as this Board's share is concerned.

(2.) *Free Places.*—The Board has made the needful arrangements for bringing section 59 of the Scheme into operation on and after 1st January next.

(3.) *Portora Repairs.*—The Report of the Board of Works' Surveyor having been sent to this Board for its opinion, the Board replied that his statement about Dr. Lindesay having "*done some small repairs at his own expense*" was not quite correct; and to avoid misunderstandings in the future, the Board thinks it right to state that in 1890 the Commissioners' Architect estimated that £1,300 would be required to put the premises in a decent and habitable condition. The Commissioners of those days—although possessed of ample reserves—refused to give more than about half of this sum, and consequently Dr. Lindesay was obliged to complete the works at his own expense, as the income of the Board was totally inadequate to meet such exceptional expenditure. Thus the £724 spent by the Commissioners has been supplemented by £624 paid by Dr. Lindesay, and by £102 paid by this Board—in all £1,450, or considerably more than the Architect's original estimate.

The efficiency and success of Portora Royal School continue under the present Head Master and his excellent staff; and the numbers on the Rolls at 26th June, 1894—71 Boarders and 31 Day Boys—indicate the esteem in which this old and famous institution is still held by the public.

The usual list of distinctions gained by the pupils accompanies this Report.

[Seal.]

Chas. M. Clogher, } Chairman
O. Ternan, } and
Edwd Smyth. } other Members.

PORTORA ROYAL SCHOOL.

DISTINCTIONS GAINED DURING THE YEAR ENDED JUNE 30th, 1894.

Trinity College, Dublin.

Dundas, W. H. E. - -	2nd Place, "Littlego," and 1st Senior Exhibition; 1st Honors in Classics; 1st Honors in Modern History. Classical Scholarship.
Rogers, C. P., . .	Classical Scholarship. 1st Class "Littlego," and Senior Exhibition; 1st Honors in English Literature; 1st Honors Logics.
Irvine, W. J., . .	2nd Honors in Classics.
Hannyngton, F., . .	1st Honors in Classics; 1st Honors in Logics; 1st Honors in English Literature; 2nd Honors in French.
Valentine, J. A., . .	1st Honors in Classics; Classical Sizarship.
Tackaberry, T. B., . .	1st Honors in Classics; 1st Classical Sizarship.
Thompson, J. B., . .	2nd Honors in Modern History.
Wallace, T. G., . .	1st Honors in English Literature.
O'Halloran, T., . .	2nd Honors in English Literature.
Gray, A. E., . .	1st place, Junior and School Exhibitions; The "Kidd" Scholarship, £76 per an. for 4 years; 1st Honors in Mathematics.
White, H. de Vere, . .	9th Place, Junior and School Exhibitions, £25 for two years; 1st Honors in Mathematics.

Intermediate Examinations, 1893.

Irvine, G., . .	Junior Exhibition (£20 per annum for 3 years). Passes in 9 Subjects. Honors in 8 subjects.
Forster, A. Haire, . .	Preparatory Grade Exhibition £20. Passes in 7 Subjects. Honors in 6 Subjects.
Nixon, G. B., . .	First Class Prize, £3. Passes in 8 Subjects. Honors in 6 Subjects.
White, W. P., . .	Second Class Prize £2. Passes in 9 Subjects. Honors in 7 Subjects.

Honors and Passes in Middle Grade.

A. F. Eves, . . .	7 Passes.	4 Honors.
W. T. Wilson, . .	5 „	3 „
S. Hutchins, . . .	4 „	1 „
C. Macara-Finnie, . .	8 „	3 „

Honors and Passes in Junior Grade.

G. C. Adams, . .	4 Passes.	0 Honors.
J. A. Duff, . . .	5 „	2 „
R. Hutchins, . .	6 „	5 „
S. C. Jellicoe, . .	6 „	2 „
T. E. Johnston, . .	6 Passes.	1 Honors.
J. H. Jones, . . .	6 „	0 „
W. T. Liddy, . . .	6 „	4 „
E. D. Rotherford, . .	5 „	1 „
W. W. Ruttle, . .	6 „	2 „

Honors and Passes in Preparatory Grade.

V. R. Biscoe, . .	5 Passes.	4 Honors.
R. A. Miller, . .	4 „	0 „
F. A. Oakes, . .	6 „	2 „
J. M. Stuart, . .	4 „	1 „

Solicitors' Apprenticeship Examination.

W. T. Wilson, . . Passed, 16th Place, June, 1894.

Royal University of Ireland.

Matriculation Examination, July, 1893.

Sandhurst Entrance Examination.

Wm. Cooke, . . . Passed the Preliminary Examination, August, 1893.

The Account of the Fermanagh Protestant Board of Education for the year ended 31st December, 1893.

Dr. *Cr.*

Charge.	£ s. d.	Discharge.	£ s. d.	£ s. d.
To Balance, as per last Account,	134 11 2	By Amount of Payments made in the year ended 31st December, 1893, under the following headings:—		
„ Amount of Donations, Bequests, and other Endowments, received in the year ended 31st December, 1893,	27 0 0	Maintenance of Premises, &c.,	60 1 4	
„ Amount of Subscriptions received in the year ended 31st December, 1893,	—	Rent and Taxes, &c.,	20 0 0	
„ Amount of Dividends received in the year ended 31st December, 1893,	0 17 3	Salaries,	943 7 0	
„ Amount of Rents received in the year ended 31st December, 1893,	50 0 0	Prizes,	10 0 0	1,033 8 4
„ Amount of Fees received in the year ended 31st December, 1893,	732 10 0	Other Payments, viz:—		
Amount realized by Sales in the year ended 31st December, 1893,	—	Petty Cash Account,	—	3 14 2
„ Amount of Miscellaneous Receipts in the year ended 31st December, 1893 (not included in the foregoing), viz:—		By Amount invested in the year ended 31st December, 1893,	—	—
„ Commissioners of Education (Ireland),	165 0 0	Total Payment,	—	1,037 2 6
		Balance per Bank Book, 70 19 5		
		Do. in Accounting Officer's hands, 1 16 6	72 15 11	—
		Balance in favour of this Account on the 31st December, 1893,	—	72 15 11
Total,	£1,109 18 5	Total,		£1,109 18 5

We certify that the above is a true account.

Charles T. Ovenden, *Governor.*

[Seal.]

S. Cuthbert Mitchel, *Accounting Officer.*

Dated this 31st day of January, 1894.

I certify that the foregoing account is correct.

J. F. Mayne, *Auditor.*

9th day of February, 1894.

VIII. Fermanagh Roman Catholic Board of Education.

Third Annual Report for the year ending 30th June, 1894.

To the Commissioners of Education in Ireland.

My Lords and Gentlemen,

We have the honour to submit to you the Third Annual Report of the Fermanagh Roman Catholic Board of Education.

It is with the deepest regret that we announce to you the death of the Most Rev. James Donnelly, D.D., late Bishop of Clogher, Chairman of this Board since its formation. His interest in the successful working of the Ulster Royal School Endowments Scheme is too well known to your Board to require any mention in this report.

During the past year five meetings were held. The first of these meetings was held on 20th September, 1893. The results of the third annual Examination for two free places in St. Macarten's Seminary, held under section 59 of the Scheme, were submitted to the Board and approved of. One boy was awarded a full free place for two years as a boarding pupil, two others, being of equal merit, were awarded a reduction of £10 a year for two years in the school pension. The boys had the option in all cases of attending the Seminary as day pupils, if they desired to do so. Arrangements were made for the issuing of advertisements, etc., for the Fourth Annual Examination for free places, the date fixed for the Examination being June 27th and 28th, 1894.

At a special meeting held on 30th January, for the purpose of electing a successor as Commissioner on the Board of Education, and as Chairman of the Local Board, to the Most Rev. James Donnelly, D.D., whose death had occurred since the last meeting of the Board, the Very Rev. Thomas Smollen, P.P., Vice-Chairman, was unanimously elected to fill both positions. The Rev. P. Smyth, P.P., was elected Vice-Chairman.

The fourth and fifth meetings were held on the 26th March and 20th June respectively, and routine business was transacted.

In conclusion, we beg to state that fifty-four students were entered on the Roll of St. Macarten's Seminary as boarding pupils during the past academical year.

At the Intermediate Examinations held in June, 1894, two pupils of St. Macarten's Seminary obtained Exhibitions in the Middle Grade.

We have the honour to be, my Lords and Gentlemen,

Your obedient servants,

Thomas Smollen, P.P., Chairman.

Denis Carolan Rushe, Hon. Sec.

Board Room,
Fermanagh Roman Catholic Board of Education,
St. Macarten's Seminary, Monaghan,
8th October, 1894.

The Account of the Fermanagh Roman Catholic Board of Education for the year ended 31st December, 1893.

Dr. *Cr.*

Charge.	£ s. d.	Discharge.	£ s. d.	£ s. d.
To Balance as per last Account,	21 19 2	By Amount of Payments made in the year ended 31st December, 1893, under the following headings:—		
" Amount of Donations, Bequests, and other Endowments, received in the year ended 31st December, 1893,	581 13 11	Salaries,	270 16 8	
		Maintenance of Resident Staff,	100 0 0	
		Educational Expenses,	18 6 4	
		Prizes,	20 0 0	
				409 3 0
		Balance, per Bank Book,	194 10 1	
		Balance in favour of this Account on the 31st December, 1893,	—	194 10 1
Total,	£ 603 13 1	Total,	—	603 13 1

We certify that the above is a true Account.

[Seal.]

Thomas Smollen, P.P., *Chairman of Board.*

D. Carolan Rushe, *Secretary.*

Dated this 21st day of March, 1894.

I certify that the foregoing Account is correct.

J. F. Mayne, *Auditor*

6th day of April, 1894.

IX. Tyrone Protestant Board of Education.

Report for the year ended June 30, 1894.

My Lords and Gentlemen,

We respectfully submit the report of the Tyrone Protestant Board of Education for the year ending June 30th, 1894, and again have pleasure in referring to the steady progress which the Dungannon Royal School continues to make, both in numbers, in efficiency of the teaching staff, and in the successes gained by the pupils at the various "College" and "Intermediate" Examinations, see the Head Master's report to the Board appended.

The members constituting the Local Board are the same as last year, viz.:— James Brown, Esq., J.P., Chairman; James A. Dickinson, Esq., Vice Chairman; Rev. Lewis Richards, D.D.; Rev. H. B. Wilson, D.D., Major Burleigh Stuart; James Dickson, Esq., J.P.; William Wilson, Esq., J.P.; W. J. Venables, Esq.; Thomas H. Aikin, Esq., J.P.; Richard Love, Honorary Secretary; The Rev. Professor J. B. Dougherty, M.A., Commissioner.

Five meetings of the Board were held during the year. At Christmas, a large and influential meeting was held in the School, presided over by the Right Honorable Justice Holmes, P.C., a former pupil of the School, who distributed the prizes and gave a most interesting address on the "Endowed Schools Commission" and history of this Royal School.

Six meetings of the various committees were held, and the audited account of receipts and expenditure authorized is herewith enclosed.

A competitive examination for free places was held on the last Saturday in June (Examiner E. P. Dewar, Esq., M.A., Inspector of National Schools), when two pupils were elected.

We have not received your Surveyor's report, but believe the buildings have been maintained in good order.

We have the honour to be

Your obedient servants,

James Brown, Chairman.

Richard Love, Hon. Secretary.

Dungannon Royal School, November 14, 1894.

Report of R. F. Dill, Esq., M.A. (Oxon.), Head Master.

"I beg to report that the number of pupils has increased during the past year. There are now 85 pupils on the roll, of whom 30 are boarders and 55 day pupils. There are four resident Assistant Masters, one for Mathematics, one for Classics, one for English, and one for Modern Languages. I myself take the senior work in Classics and English; the Mathematical master also teaches Chemistry and Natural Philosophy. Music and Drawing are taught by the Modern Language Master. Eighteen pupils passed the Intermediate Examinations in June, 1894; one obtained a Junior Grade Exhibition, two obtained their Exhibitions, four book prizes were gained, and two prizes in English Composition; one of our pupils gained the Second Sizarship at Trinity College, Dublin, in June, 1894. I believe the discipline of the School has been duly maintained."

The Account of Tyrone Protestant Board of Education for the year ended 31st December, 1893.

Dr. *Cr.*

Charge.	£ s. d.	Discharge.	£ s. d.	£ s. d.
To Balance as per last Account,	701 8 10	By Amount of Payments made in the year ended 31st December, 1893, under the following headings:—		
„ Amount of Donations and Endowment received in the year ended 31st December, 1893,	435 16 11	Maintenance of Premises, &c.,	513 15 1	
Amount of Interest received in the year ended 31st December, 1893,	5 10 11	Rent and Taxes, &c.,	7 2 6	
Amount of Rents received in the year ended 31st December, 1893,	50 0 0	Salaries,	150 0 0	
Amount realized by Sales in the year ended 31st December, 1893,	11 14 6	Educational Expenses,	36 7 8	707 5 3
		Other Payments, viz.:—		
		Law Costs,	20 0 0	
		Audit of Accounts,	2 2 0	
		Board's Seal,	3 0 0	
		Cheque Books,	0 8 4	
		Interest,	0 6 9	25 17 1
		Total Payment,	—	733 2 4
		Balance per Bank Book,	471 8 10	
		Balance in favour of this Account on the 31st December, 1893,	—	471 8 10
Total, £	1,204 11 2	Total,	—	£1,204 11 2

We certify that the above is a true account.

James Brown, Governor.
[Seal.] Richard Love, Accounting Officer.

Dated this 12th day of October, 1894.

I certify that the foregoing Account is correct.

J. F. Mayne, *Auditor.*

23rd day of October, 1894

X.—Tyrone Roman Catholic Board of Education.

Report for the year ended 30th June, 1894.

Five Meetings were held during the School year:—

1. Tuesday, 1st August, 1893.
2. Wednesday, 18th October, 1893.
3. Tuesday, 7th November, 1893.
4. Wednesday, 4th April, 1894.
5. Wednesday, 13th June, 1894.

The members of the Board remain unchanged, and are those named in last report.

It is a gratifying duty to report the increased attendance at the School established in Dungannon by this Board—St. Patrick's Academy—at which the number on the rolls during the last term of the school year was 31 Boys. One of these, John M'Nally, won an Exhibition in the Junior Grade, on very creditable marks, in this year's Intermediate Examinations.

The discipline of the School has been well maintained and the attention to studies fairly satisfactory.

Two meetings of the Estate Committee were held on estate business, and at the request of the Commissioners.

Free places and Prizes, value £50, were given in the course of the year to the most deserving pupils.

A competitive examination was held by the District Inspector of National Schools for free places, on commencing the school year; and another similar examination has been advertised to be held in December in accordance with the letter of the Commissioners.

The audited account for the year ended 31st December, 1893, is sent herewith.

Dated this 19th day of November, 1894, and sealed with the Common Seal of this Board; and

(Seal.) Signed, P. J. Byrne.
W. J. Reynolds.
To the Commissioners of Education in Ireland. Henry Tohall, Hon. Sec

The Account of Tyrone Roman Catholic Board of Education for the year ended 31st December, 1893.

Dr. *Cr.*

Charge.	£ s. d.	Discharge.	£ s. d.	£ s. d.
To Balance as per last Account,	33 3 0	By Amount of Payments made in the year ended 31st December 1893, under the following headings:—		
„ Amount of Dividends received in the year ended 31st December, 1893,	1 0 10	Rent and Taxes, &c.,	10 0 0	
„ Amount placed to the credit of this Board by the Commissioners of Education in Ireland in the year ended 31st December, 1893,	221 0 0	Salaries,	120 0 0	
		Prizes,	41 0 0	171 0 0
		Other payments, viz.:—		
		Coke and Coal,	1 18 1	
		Costs of Conveyance,	10 2 8	
		Auditor for last Account	1 1 0	13 1 9
		Total Payment,	—	184 1 9
		Balance, per Bank Book,	71 2 1	
		Balance in favour of this Account on the 31st December, 1893,	—	71 2 1
Total, £	255 3 10	Total,	—	£255 3 10

We certify that the above is a true account.

P. J. Byrne, Governor.
Henry Tohall, Accounting Officer.

Dated this 15th day of October, 1894.

I certify that the foregoing Account is correct.

Wm. Foley, *Auditor*, Hibernian Bank, Limited, Cookstown.

26th day of October, 1894.

No. 6,404

DUBLIN CASTLE,
5th April, 1895.

SIR,

I have to acknowledge the receipt of your letter of the 4th instant, forwarding, for submission to His Excellency the Lord Lieutenant, the Report of the Commissioners of Education in Ireland for the year 1894.

I am, Sir,
Your obedient Servant,
W. S. B. KAYE.

The Secretary to the Commissioners
of Education in Ireland.

DUBLIN: Printed for His Majesty's Stationery Office
By ALEX. THOM & Co. [illegible]
The Queen's Printing Office

REPORT

OF THE

INTERMEDIATE EDUCATION BOARD

FOR IRELAND

FOR THE YEAR 1894.

Presented to both Houses of Parliament by Command of Her Majesty.

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1895.

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CONTENTS.

	Page
REPORT,	iii
APPENDICES,	2
I. List of persons of whom a sufficient number will be selected, with the approval of the Lord Lieutenant, to conduct the Examinations in 1894 (Rule 5),	2
II. List of Examiners selected, with the approval of the Lord Lieutenant, to conduct the Examinations in 1894,	9
III. Extracts from the Reports of the Examiners, 1894,	11
Greek,	11
Latin,	17
English,	25
Précis Writing,	37
French,	38
German,	43
Italian,	46
Spanish,	47
Celtic,	48
Domestic Economy,	48
Elementary Mechanics,	50
Plane Trigonometry,	50
Algebra and Arithmetic,	51
Euclid,	51
Algebra,	54
Arithmetic,	56
Book-keeping and Accounts,	58
Natural Philosophy,	58
Chemistry,	60
Drawing,	60
Shorthand,	64
Music,	65
Botany,	67
IV. Lists of Schools to the Managers of which Results Fees were paid in 1894, and amounts of such Fees,	68
V. The Burke Memorial Prizes,	68

REPORT

OF THE

INTERMEDIATE EDUCATION BOARD

FOR IRELAND

FOR THE YEAR 1894.

TO HIS EXCELLENCY, ROBERT, BARON HOUGHTON,
K.P., P.C.,

LORD LIEUTENANT GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Commissioners of Intermediate Education (Ireland) submit to your Excellency this our Fifteenth Report.

The number of students who gave notice of their intention to present for examination in 1894 was:—

Boys.	Girls.	Total.
6,279	2,067	8,346

being an increase of 549, or 9·6 per cent., in the case of boys, and an increase of 211, or 11·4 per cent., in the case of girls, and a *total* increase of 10 per cent. on the corresponding numbers in 1893, and a *total* increase of 31·7 per cent. on the corresponding numbers in 1892.

In the nine previous years the numbers were:—

——	Boys.	Girls.	Total.
1885	4,504	1,218	5,722
1886	4,681	1,348	6,029
1887	5,012	1,460	6,472
1888	4,963	1,626	6,589
1889	5,261	1,878	7,139
1890	4,341	1,428	5,769
1891	4,193	1,444	5,637
1892	4,714	1,622	6,336
1893	5,730	1,856	7,586

See Table I. The number of students who presented themselves for examination in 1894 was:—

Boys.	Girls.	Total.
5,816	1,866	7,682

In the nine previous years the numbers were:—

——	Boys.	Girls.	Total.
1885, . .	4,123	1,058	5,181
1886, . .	4,343	1,199	5,542
1887, . .	4,613	1,318	5,931
1888, . .	4,551	1,507	6,058
1889, . .	4,838	1,695	6,533
1890, . .	3,948	1,293	5,236
1891, . .	3,856	1,300	5,156
1892, . .	4,294	1,465	5,759
1893, . .	5,265	1,709	6,974

The examinations, which commenced on 12th June and extended over eleven days, were held at 226 centres, in 83 different localities, as follows:—

BOYS.

Localities.	No. of Centres.	Localities.	No. of Centres.
Armagh,	1	Kilrush,	1
Athenry,	1	Kingstown,	2
Athlone,	2	Letterkenny,	1
Athy,	1	Limerick,	5
Ballymena,	1	Lisburn,	1
Ballymoney,	1	Lismore,	1
Bangor,	1	Listowel,	1
Belfast,	11	Londonderry,	4
Blackrock,	3	Longford,	1
Bruff,	1	Lurgan,	1
Caherciveen,	1	Mallow,	1
Callan,	1	Midleton,	2
Carlow,	2	Monaghan,	2
Carrick-on-Suir,	1	Mountrath,	1
Cashel,	3	Mullingar,	1
Castleknock,	2	Multyfarnham,	2
Cavan,	1	Navan,	1
Charleville,	1	Nenagh,	2
Clongowes Wood College,	3	New Ross,	1
Clonmel,	1	Newry,	2
Clonskeagh,	1	Omagh,	1
Coleraine,	2	Parsonstown,	1
Cookstown,	1	Queenstown,	1
Cork,	11	Santry,	1
Dingle,	1	Skibbereen,	1
Doon,	1	Sligo,	3
Drogheda,	1	Strabane,	1
Dublin,	28	Terenure,	1
Dundalk,	5	Thurles,	1
Dungannon,	2	Tipperary,	2
Dungarvan,	1	Tralee,	1
Ennis,	3	Tuam,	1
Enniscorthy,	1	Waterford,	4
Enniskillen,	1	Westport,	1
Fermoy,	2	Wexford,	1
Galway,	2	Youghal,	1
Holywood (Down),	1		
Kilkenny,	2		
Killarney,	2	Total,	162

GIRLS.

Localities.	No. of Centres.	Localities.	No. of Centres.
Armagh,	1	Killarney,	1
Athy,	1	Letterkenny,	1
Balbriggan,	1	Limerick,	1
Ballymena,	1	Londonderry,	4
Ballymoney,	1	Longford,	1
Belfast,	9	Monaghan,	1
Bray,	1	Mountmellick,	1
Carrickmacross,	1	Mullingar,	1
Coleraine,	1	Navan,	1
Cookstown,	1	Newry,	1
Cork,	4	Omagh,	1
Dalkey,	1	Portadown,	1
Dublin,	14	Rathfarnham,	1
Dundalk,	1	Sligo,	1
Dungannon,	1	Tralee,	1
Enniscorthy,	1	Waterford,	2
Gorey,	1	Wexford,	1
Holywood (Down),	1		
Kilkenny,	1	Total,	64

The following Table shows the distribution of Centres between the Four Provinces :—

——	Leinster.	Ulster.	Munster.	Connaught.	Totals.
Boys,	63	36	53	10	162
Girls,	28	26	9	1	64
Total,	91	62	62	11	226

One hundred and sixty-six gentlemen and sixty-four ladies were employed as Centre Superintendents, being an average of one Superintendent to every 35 boys and 29 girls examined, respectively.

The number of students who passed the Examinations was :— See Table III.

Boys.	Girls.	Total.
3,419	1,104	4,523

In the nine previous years the numbers were :—

——	Boys.	Girls.	Total.
1885, .	2,436	735	3,171
1886, .	2,685	825	3,510
1887, .	2,626	969	3,595
1888, .	2,872	1,222	4,094
1889, .	2,844	1,174	4,018
1890, .	2,333	767	3,100
1891, .	2,304	774	3,078
1892, .	2,539	784	3,323
1893, .	3,041	955	3,996

The proportion *per cent.* of those examined who passed was :—

Boys.	Girls.	Boys and Girls.
58·8	59·2	58·9

The proportions in the nine previous years were as follows :—

——	Boys.	Girls.	Boys and Girls.
1885, .	59·	69·4	61·2
1886, .	61·8	68·8	63·3
1887, .	56·9	73·5	60·
1888, .	63·1	81·1	67·5
1889, .	58·7	69·2	61·5
1890, .	59·1	59·3	59·2
1891, .	59·7	59·5	59·6
1892, .	59·1	53·5	57·7
1893, .	57·7	55·9	57·3

Exclusive of over-age students the proportion *per cent.* of those examined who passed was :—

Boys.	Girls.	Boys and Girls.
60·3	59·9	60·2

Exclusive of over-age students the proportions in the three preceding years were as follows :—

——	Boys.	Girls.	Boys and Girls.
1891, .	59·7	59·9	59·8
1892, .	59·4	53·5	57·9
1893, .	59·5	57·2	59·

See Table V. The number of students to whom were awarded £50 Prizes (Senior Grade), and Exhibitions (Rules 21–26) was :—

Boys, 324 ; Girls, 105 ; Total, 429.

See Table VI. The number of students to whom were awarded prizes in books was—

Boys, 358 ; Girls, 131 ; Total, 489.

See Table VII. The number of students to whom were awarded Prizes for Composition under Rule 35 was :—

Boys, 123 ; Girls, 67 ; Total, 190.

See Table VIII. The number of students to whom were awarded Commercial Prizes under Rule 32 was :—

Boys, 16 ; Girls, none.

See Appendix IV. The amount of Results Fees paid to Managers of Schools on account of the Examinations in 1894 was :—

Boys, £35,104 4*s.* 9*d.*; Girls, £10,674 18*s.* 3*d.*; Total, £45,779 3*s.* 0*d.*

Of the students, 4,523, who passed the Examination, Results Fees were paid on 4,212, being an average Fee of £10 17*s.* 4½*d.* per student.

The following Table shows the distribution of Results Fees between the Four Provinces, and the number of Schools in each Province, to the Managers of which Results Fees were paid:—

Provinces.	Amount of Results Fees paid.						Total.				No. of Schools.		Total.
	Boys.			Girls.							Boys.	Girls.	
	£	s.	d.	£	s.	d.	£	s.	d.				
Leinster,	13,463	4	6	4,086	0	0	17,549	4	6		61	47	108
Ulster,	8,633	1	0	5,088	2	6	13,721	3	6		55	53	108
Munster,	11,390	9	6	1,286	16	6	12,677	6	0		55	17	72
Connaught,	1,617	9	9	213	19	3	1,831	9	0		15	3	18
Gross Total,	35,104	4	9	10,674	18	3	45,779	3	0		186	120	306

The values of the Burke Memorial Prizes awarded in 1894 were :— See Table XI., and App. V.

Boys—	Girls—
First Prize, £14 16*s.* 0*d.*	Prize, £9 5*s.* 0*d.*
Second Prize, £9 5*s.* 0*d.*	

Finance.

Our Balance Sheet for the year 1894, in respect of the original Endowment (Table X. *infra*), shows a surplus of £1,971 11*s.* 6*d.* (including a sum of £1,015 12*s.* 6*d.*, Income Tax to be refunded by the Commissioners of Inland Revenue).

From this surplus must be deducted a sum of £1,236 13*s.*, being the proceeds of securities sold (for payment of Results Fees and current expenditure pending refund of Income Tax), leaving a net surplus for the year of £734 18*s.* 6*d.*, subject to liabilities estimated at about £200.

Our expenditure therefore in respect of the original Endowment in the year was almost equal to our present annual income from that Endowment.

The Local Taxation Account (see Table IX.) shows that the Receipts under the Local Taxation (Customs and Excise) Act, and as interest on Securities, amounted to £47,008 16*s.* 9*d.*, and that the expenditure from that Account on Results Fees and Exhibitions for 1894 was £43,527 9*s.* 3*d.*, as against £27,956 7*s.* 3*d.* expended out of same Account in the previous year, 1893, £18,538 15*s.* 1*d.* in 1892, and £5,097 2*s.* 8*d.* in 1891.

The increase in this expenditure from 1891 to 1893 has been £22,857 13*s.* 3*d.*, and from 1893 to 1894 there has been a further

increase of £15,571 2*s*. Our anticipations, therefore, of increased expenditure, as stated in our Reports for the years 1892 and 1893, have been realised. And as the causes which have led to this progressive increase are still in operation, we have to count upon a still further expenditure in 1895 and again in 1896, which will, in all probability, more than exhaust the entire of the then annual income.

It will thus be seen that the time is fast approaching to which we were obliged to look forward in the framing of our Regulations for the expenditure of the new Fund, and at which, but for the amount held in reserve during the first few years of the working of the new system, it would not be possible to meet the expenditure under the Scheme.

As regards this amount temporarily held in reserve it must be observed that any Regulations which would have exhausted the entire Local Taxation Income in one of the early years would necessarily have required, in each succeeding year, a sum far in excess of the income of the year before. In other words, an expenditure necessarily progressive for a series of years could not be borne by a yearly income substantially invariable in amount, if the expenditure were so framed as to exhaust the Fund in the first year of the working of the system.

It is further to be observed that even in 1894, taking the state of both Accounts into consideration, our total expenditure has exceeded what can safely be calculated on as our permanent income from all sources after the year 1896, in which year the last payment will be made under the guarantee of the Treasury of interest at 3½ per cent. on our original endowment of £1,000,000.

Education.

Notwithstanding the fact that the conditions of passing the examination generally were somewhat more stringent in the case of Boys than in 1893, the percentage of those examined who passed rose from 57·7 per cent. to 58·8 per cent. In the case of Girls there was a still further advance, viz., from 55·9 per cent. to 59·2 per cent. of those examined.

The favour with which the Preparatory Grade is regarded is shown by a further increase in the numbers presenting themselves for examination, this being in the case of Boys from 1,773 to 2,129, and in the case of Girls from 492 to 525. In this Grade

the percentage of passes in the case of Boys was very nearly equal to that in 1893, being 62·2 compared with 62·4. In the case of Girls the percentage fell from 56·3 to 51·2. The percentage, however, in 1892 of Girls who passed was only 47·8.

With regard to the Commercial side of our examinations, there was a very considerable increase in the number of students who qualified for special Commercial Certificates, which were awarded under the same conditions as in 1893, 78 students (76 Boys and 2 Girls) having so qualified, compared with 27 students (Boys) in 1893; and the number of special Commercial Prizes gained rose from six in 1893 to sixteen in 1894. In addition, however, to these students, many others, as in 1893, who did not aim at obtaining Commercial Certificates, availed themselves of the opportunity of presenting themselves for examination in certain Commercial subjects.

For the second time Shorthand (Pitman's System) formed a subject of examination. The number of Boys presenting themselves in this subject fell from 618 in 1893 to 493 in 1894; the percentage of passes increased from 42·7 to 60·4.

The number of Girls who presented themselves fell from 43 to 33, and the answering was scarcely as good as in 1893.

Detailed information respecting the answering of the students, Boys and Girls, in the different subjects will be found in the Extracts from the Reports of the Examiners (Appendix V.).*

TABLE I.—Showing the Number of Students who presented themselves for Examination in the years 1885, 1886, 1887, 1888, 1889, 1890, 1891, 1892, 1893, and 1894.

—	PREPARATORY GRADE.									
	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.
Boys, . . .	–	–	–	–	–	–	–	1,429	1,773	2,129
Girls, . . .	–	–	–	–	–	–	–	391	492	525
Total, . .	–	–	–	–	–	–	–	1,820	2,265	2,654

* Copies of Extracts from the Reports of the Examiners were transmitted to all Managers of Schools in Ireland to whom Results Fees were paid in 1894.

TABLE I.—Showing the Number of Students who presented
1888, 1889, 1890, 1891, 1892,

—	JUNIOR GRADE.									
	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.
Boys—of the prescribed age. .	3,220	3,414	3,687	3,589	3,872	4,070	3,064	2,177	2,407	2,440
Do., Over-age, . .	76	103	81	125	101	94	107	–	260	281
Total. . . .	3,296	3,517	3,768	3,714	3,973	4,164	3,171	2,177	2,667	2,721
Girls—of the prescribed age. .	754	869	964	1,103	1,227	920	941	765	798	891
Do., Over-age, . .	19	14	8	12	17	13	13	–	59	81
Total, . . .	773	883	972	1,115	1,244	933	954	765	857	972
Gross Total. . .	4,069	4,400	4,740	4,829	5,217	4,097	4,125	2,942	3,524	3,693

—	SENIOR GRADE.									
	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.
Boys—of the prescribed age. .	226	244	220	244	274	219	224	198	200	219
Do., Over-age, . .	9	6	13	7	10	11	4	7	49	43
Total, . . .	235	250	233	251	284	230	228	205	249	262
Girls—of the prescribed age, .	74	99	85	109	131	122	94	81	86	99
Do., Over-age. . .	3	.	1	3	4	1	2	1	6	3
Total, . .	77	99	86	112	135	123	96	82	92	102
Gross Total. . .	312	349	319	363	419	353	324	287	341	364

themselves for Examination in the years 1885, 1886, 1887, 1893, and 1894—*continued.*

Middle Grade.										
1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	—
564	547	579	569	547	534	433	483	503	584	Boys—of the prescribed age.
28	29	33	17	34	15	24	–	73	120	Do., Over-age.
592	576	612	586	581	549	457	483	576	704	Total.
198	207	250	271	304	229	241	227	242	239	Girls—of the prescribed age.
10	10	10	9	12	8	9	–	26	28	Do., Over-age.
208	217	260	280	316	237	250	227	268	267	Total.
800	793	872	866	897	786	707	710	844	971	Gross Total.

Total.										
1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	—
4,010	4,205	4,486	4,402	4,693	3,823	3,721	4,287	4,883	5,372	Boys—of the prescribed age.
113	138	127	149	145	120	135	7	382	444	Do., Over-age.
4,123	4,343	4,613	4,551	4,838	3,943	3,856	4,294	5,265	5,816	Total.
1,026	1,175	1,299	1,483	1,662	1,271	1,276	1,464	1,618	1,754	Girls—of the prescribed age.
32	24	19	24	33	22	24	1	91	112	Do., Over-age.
1,058	1,199	1,318	1,507	1,695	1,293	1,300	1,465	1,709	1,866	Total.
5,181	5,542	5,931	6,058	6,533	5,236	5,156	5,759	6,974	7,682	Gross Total.

TABLE II.—Showing the DAYS and HOURS at which EXAMINATIONS in the several subjects of the PROGRAMME were held in 1894.

DAY.	PREPARATORY GRADE.		JUNIOR GRADE.		MIDDLE GRADE.		SENIOR GRADE.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Tuesday, 12th June.	Latin, . . . (*Interval.*) „ . .	10–1 1–3 3–6	Latin, . . . (*Interval.*) „ . .	10–1 1–3 3–6	Latin, . . . (*Interval.*) „ . .	10–1 1–3 3–6	Latin, . . . (*Interval.*) „ . .	10–1 1–3 3–6
Wednesday, 13th June.	English, . . (*Interval.*) „ . .	10–1 1–3 3–6	English, . . (*Interval.*) „ . .	10–1 1–3 3–6	English, . . (*Interval.*) „ . .	10–1 1–3 3–6	English, . . (*Interval.*) „ . .	10–1 1–3 3–6
Thursday, 14th June.	Algebra, . (*Interval.*) Arithmetic, . .	10–1 1–3 3–6	Algebra, . (*Interval.*) Arithmetic, .	10–1 1–3 3–6	Algebra, . (*Interval.*) Arithmetic, . .	10–1 1–3 3–6	Algebra and Arithmetic, . (*Interval.*) Plane Trigonometry, .	10–1 1–3 3–6
Friday, 15th June.	Drawing, Freehand, . . (*Interval.*) Euclid, . . .	12–1.30 1.30–3 3–6	Drawing, Practical Geometry, (*Interval.*) Freehand, . . (*Interval.*) Euclid, . . .	10–11.30 11.30–12 12–1.30 1.30–3 3–6	Drawing, Practical Geometry, . (*Interval.*) Freehand, . (*Interval.*) Euclid, . .	10–11.30 11.30–12 12–1.30 1.30–3 3–6	Drawing, Perspective; and Projection of Solids, Surfaces, and Shadows, . . . Object, . . . (*Interval.*) Euclid, . . .	10–11.30 11.30–1.30 1.30–3 3–6
Saturday, 16th June.	French, .	10–1	French, . . (*Interval.*) Natural Philosophy, .	10–1 1–3 3–6	French, . . (*Interval.*) Natural Philosophy, .	10–1 1–3 3–6	French, . . (*Interval.*) Natural Philosophy, . .	10–1 1–3 3–6

[*continued.*

TABLE II.—Showing the DAYS and HOURS at which EXAMINATIONS in the several subjects of the PROGRAMME were held in 1894—*con.*

DAY.	PREPARATORY GRADE.		JUNIOR GRADE.		MIDDLE GRADE.		SENIOR GRADE.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Monday, 18th June.	Greek, . . .	10–1	Greek, . . .	10–1	Greek, . . .	10–1	Greek, ...	10–1
	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
	,, ...	3–6	,, . . .	3–6	,, . . .	3–6	,, . . .	3–6
			Commercial—English,	10–1	Commercial—English,	10–1	Commercial—English, .	10–1
			(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
			Commercial—French,	3–4.30	Commercial—French, .	3–4.30	Commercial—French, . .	3–4.30
			Commercial—German,	4.30–6	Commercial—German, .	4.30–6	Commercial—German, .	4.30–6
Tuesday, 19th June.	German, . .	3–6	Chemistry, . .	10–1	Chemistry, . . .	10–1	Chemistry, ...	10–1
			(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
			German, . . .	3–6	German, . . .	3–6	German, ...	3–6
Wednesday, 20th June.	Italian, . . .	10–1	Italian or Spanish, .	10–1	Italian or Spanish, .	10–1	Italian or Spanish, . .	10–1
	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
	Celtic—Boys & Girls,	3–6	Celtic—Boys, . .	3–6	Celtic—Boys, . .	3–6	Celtic—Boys, . . .	3–6
			Domestic Economy,*	3–6	Domestic Economy,* .	3–6	Domestic Economy,* .	3–6
Thursday, 21st June.			Book-keeping, . .	10–1	Book-keeping, . .	10–1	Elementary Mechanics,†	10–1
			(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
			Shorthand, . .	3–4.30	Shorthand, . . .	3–4.30	Shorthand, ...	3–4.30
			Commercial — Italian or Spanish, . .	4.30–6	Commercial—Italian or Spanish, . . .	4.30–6	Commercial — Italian or Spanish, . .	4.30–6
Friday, 22nd June.			Music,* . . .	10–1	Music,* . . .	10–1	Music,*	10–1
			(*Interval.*)	1–4	(*Interval.*)	1–2.30	(*Interval.*)	1–4
			Botany,* . . .	4–6	Precis Writing, . .	2.30–4	Botany,*	4–6
					Botany,* . . .	4–6		
Saturday, 23rd June.			Celtic—Girls, . .	10–1	Celtic—Girls, . .	10–1	Celtic—Girls, . . .	10–1

* Girls only.

† Boys only.

TABLE III.—Showing the number of Students who passed the Examination.

—	PREPARATORY GRADE.			JUNIOR GRADE.			MIDDLE GRADE.			SENIOR GRADE.			TOTAL.		
	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.
Boys—of the prescribed age, . . .	2,129	1,324	62·2	2,440	1,350	55·3	584	400	68·5	219	165	75·3	5,372	3,239	60·3
Do., Over age, . .	–	–	–	281	101	35·9	120	49	40·8	43	30	69·8	444	180	40·5
Total, . .	2,129	1,324	62·2	2,721	1,451	53·3	704	449	63·8	262	195	74·4	5,816	3,419	58·8
Girls—of the prescribed age, . . .	525	269	51·2	891	547	61·4	239	154	64·4	99	81	81·8	1,754	1,051	59·9
Do., Over age, . .	–	–	–	81	41	50·6	28	9	32·1	3	3	100·	112	53	47·3
Total, . .	525	269	51·2	972	588	60·5	267	163	61·	102	84	82·3	1,866	1,104	59·2
Grand Total, .	2,654	1,593	60·	3,693	2,039	55·2	971	612	63·	364	279	76·6	7,682	4,523	58·9

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

BOYS.

Preparatory Grade (Of the Prescribed Age).	SUBJECTS.										
	Greek.	Latin.	English.	French.	German.	Italian.	Celtic.	Arithmetic.	Euclid.	Algebra.	Drawing.
Passed with Honors,	47	234	999	519	35	33	109	1,441	786	297	216
,, without Honors,	35	365	873	861	21	20	118	475	632	491	459
Failed,	33	443	255	564	12	6	89	199	531	740	860
Total Examined,	115	1,042	2,127	1,944	68	59	316	2,115	1,949	1,528	1,535
Proportion per cent. who passed with Honors,	40·9	22·4	47·	26·7	51·5	55·9	34·5	68·1	40·3	19·4	14·1
Ditto, without Honors,	30·4	35·	41·	44·3	30·9	33·9	37·3	22·4	32·4	32·1	29·9
Total Per-centage passed,	71·3	57·4	88·	71·	82·4	89·8	71·8	90·5	72·7	51·5	44·
(Over Age).*											
Passed with Honors,											
,, without Honors,											
Failed,											
Total Examined,											
Proportion per cent. who passed with Honors,											
Ditto, without Honors											

* Over Age Students were not eligible for Preparatory Grade.

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

BOYS.

Junior Grade (Of the Prescribed Age).	SUBJECTS.																			
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Continental Italian.	Spanish.	Commercial Spanish.	Celtic.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.
Passed with Honors,	154	383	652	35	740	54	97	.	37	.	.	.	97	881	349	343	532	224	223	496	73
,, without Honors,	114	373	1,208	133	771	123	19	1	47	.	.	.	84	911	219	1,066	592	230	183	579	122
Failed,	181	822	551	102	718	35	44	.	24	.	.		40	613	161	886	899	313	176	442	132
Total Examined,	449	1,578	2,411	270	2,229	212	160	1	108	.	.	.	221	2,405	729	2,295	2,023	767	582	1,517	327
Proportion per cent. who passed with Honors,	34·3	24·3	27·	12·1	33·2	25·3	61	.	34·2	.	.	.	43·9	36·6	47·6	14·7	26·3	29·2	37·9	32·7	22·3
Ditto, without Honors,	25·4	23·6	50·1	52·8	34·6	57·	25·8	100·	43·5	.	.	.	38·	37·9	31·3	47·2	29·3	30·	31·9	38·2	37·3
Total Per-centage passed,	59·7	47·9	77·1	64·9	67·8	76·3	76·8	100·	77·7	.	.	.	81·9	74·5	78·9	61·9	55·6	59·2	69·8	70·9	59·6
(Over Age).																					
Passed with Honors,	3	15	58	.	9	.	1	.	.	.	.	.	2	51	24	25	23	14	5	33	7
,, without Honors,	29	40	164	10	88	4	2	.	1	.	.	.	4	115	42	123	72	14	15	59	16
Failed,	32	125	57	12	161	10	1	.	.	.	.	.	.	110	26	112	133	30	23	44	17
Total Examined,	36	180	279	22	258	14	4	.	1	.	.	.	6	276	92	265	228	58	43	136	36
Proportion per cent. who passed with Honors,	5·4	8·3	20·8	.	3·5	.	25·	.	.	.	.	.	33·3	18·5	26·1	9·4	10·1	17·9	11·6	24·3	19·4
Ditto, without Honors,	26·4	22·2	58·	45·4	34·1	28·6	50·	.	100·	.	.	.	66·7	41·7	19·3	18·3	31·6	17·9	34·9	43·3	44·4
Total Per-centage passed,	31·8	30·5	79·6	45·4	37·6	28·6	75·	.	100·	.	.	.	100·	60·2	45·	27·7	41·7	35·8	46·5	67·6	63·8

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

BOYS.

Middle Grade. (Of the Prescribed Age).	SUBJECTS.																					
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.	Commercial Spanish.	Celtic.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	Precis Writing.
Passed with Honors,	118	122	181	17	235	16	32	1	18	.	2	1	29	216	74	152	121	36	31	45	20	35
„ without Honors	63	220	327	50	130	35	15	.	12	1	.	1	25	245	41	346	221	95	61	68	44	29
Failed,	31	137	61	28	191	31	3	.	10	.	.	.	2	106	10	73	172	175	65	95	41	9
Total Examined,	212	479	569	95	556	82	50	1	40	1	2	2	56	567	125	571	514	306	157	208	105	73
Proportion per cent. who passed with Honors,	55·7	25·5	31·8	17·9	42·3	19·5	64·	100·	45·	.	100·	50·	51·8	38·1	59·2	26·6	23·5	11·8	19·7	21·6	19·	47·9
Ditto, without Honors,	29·7	45·9	57·5	52·6	23·4	42·7	30·	.	30·	100·	.	50·	44·6	43·2	32·8	60·6	43·	31·	38·9	32·7	41·9	39·7
Total Per-centage passed,	85·4	71·4	89·3	70·5	65·7	62·2	94·	100·	75·	100·	100·	100·	96·4	81·3	92·	87·2	66·5	42·8	58·6	54·3	60·9	87·6
(Over Age.)																						
Passed with Honors,	10	3	11	.	11	.	.	.	.	.	.	.	1	12	5	7	9	.	2	6	2	2
„ without Honors,	19	37	77	5	27	3	1	.	.	.	.	.	1	58	10	71	30	2	1	6	3	3
Failed,	14	53	28	5	62	3	.	.	1	.	.	.	1	45	.	37	68	32	6	17	2	3
Total Examined,	43	93	116	10	100	6	1	.	1	.	.	.	3	115	15	115	107	34	9	29	7	8
Proportion per cent. who passed with Honors,	23·2	3·2	9·5	.	11·	.	.	.	.	.	.	.	33·3	10·4	33·3	6·1	8·4	.	22·2	20·7	28·6	25·
Ditto, without Honors,	44·2	39·8	66·4	50·	27·	50·	100·	.	.	.	.	.	33·3	50·4	66·7	61·7	28·	5·9	11·1	20·7	42·8	37·5
Total Per-centage passed,	67·4	43·	75·9	50·	38·	50·	100·	.	.	.	.	.	66·6	60·8	100·	67·8	36·4	5·9	33·3	41·4	71·4	62·5

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

BOYS.

Senior Grade (Of the Prescribed Age).	SUBJECTS.																			
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.	Commercial Spanish.	Celtic.	Euclid.	Algebra and Arithmetic.	Plane Trigonometry.	Elementary Mechanics.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.
Passed with Honors,	56	109	109	7	34	6	14	1	20	2	.	.	17	45	15	56	27	31	10	10	1
„ without Honors,	49	72	91	17	81	9	18	1	1	.	.	.	5	149	70	71	39	29	13	6	9
Failed,	11	21	17	4	83	5	2	.	1	.	.	.	.	18	120	28	25	23	4	8	7
Total Examined,	116	202	217	28	198	20	34	2	22	2	.	.	22	212	205	155	91	83	27	24	17
Proportion per cent. who passed with Honors,	48·3	54·	50·2	25·	17·2	30·	41·2	50·	9·9	100·	.	.	77·3	21·2	7·3	36·1	29·7	37·3	37·	41·7	5·9
Ditto, without Honors,	42·2	35·6	41·9	60·7	40·9	45·	52·9	50·	4·5	.	.	.	22·7	70·3	34·1	45·8	42·8	34·9	48·1	25·	52·9
Total Per-centage passed,	90·5	89·6	92·1	85·7	58·1	75·	94·1	100·	95·4	100·	.	.	100·	91·5	41·4	81·9	72·5	72·2	85·1	66·7	58·8
(Over Age.)																					
Passed with Honors,	11	12	3	.	1	.	1	.	.	.	.	.	.	3	1	3	1	1	2	.	.
„ without Honors,	15	26	35	1	17	1	.	.	2	.	.	.	1	33	2	7	3	5	.	.	1
Failed,	6	3	4	2	18	1	.	.	.	.	.	.	.	6	38	7	6	3	1	.	.
Total Examined,	35	41	42	3	36	2	1	.	2	.	.	.	1	42	41	17	10	9	3	.	1
Proportion per cent. who passed with Honors,	40·	29·3	7·1	.	2·8	.	100·	.	.	.	.	.	.	7·1	2·4	17·6	10·	11·1	66·7	.	.
Ditto, without Honors,	42·8	63·4	83·3	33·3	47·2	50·	.	.	100·	.	.	.	100·	78·6	4·9	41·2	30·	55·5	.	.	100·
Total Per-centage passed,	82·8	92·7	90·4	33·3	50·	50·	100·	.	100·	.	.	.	100·	85·7	7·3	58·8	40·	66·6	66·7	.	100·

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

BOYS.

Total in all Grades (Of the Prescribed Age).	SUBJECTS.																									
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.	Commercial Spanish.	Celtic.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Algebra and Arithmetic.	Plane Trigonometry.	Elementary Mechanics.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	Precis Writing.
Passed with Honors, . . .	375	848	1,941	59	1,528	76	178	2	108	2	2	1	252	2,538	393	1,326	950	15	56	27	291	264	767	94	35
„ without Honors, . .	261	1,030	2,499	220	1,843	167	103	2	80	1	.	1	232	1,631	260	2,225	1,304	70	71	39	354	262	1,112	175	29
Failed, ...	256	1,423	884	134	1,556	91	61	.	41	.	.	.	131	918	171	1,508	1,811	120	28	25	511	247	1,405	180	9
Total Examined, . . .	892	3,301	5,324	413	4,927	334	342	4	229	3	2	2	615	5,087	824	5,059	4,065	205	155	91	1,156	773	3,284	449	73
Proportion per cent. who passed with Honors, ...	42·	25·7	36·4	14·3	31·	22·7	52·	50·	47·2	66·7	100·	50·	41·	49·9	47·7	26·2	23·4	7·3	36·1	29·7	25·2	34·1	23·3	20·9	47·9
Ditto, without Honors, .	29·3	31·2	46·9	53·3	37·4	50·	30·1	50·	34·9	33·3	.	50·	37·7	32·1	31·5	44·	32·1	34·1	45·8	42·8	30·6	33·9	33·9	39·	39·7
Total Per-centage passed, .	71·3	56·9	83·3	67·6	68·4	72·7	82·1	100·	82·1	100·	100·	100·	78·7	82·	79·2	70·2	55·5	41·4	81·9	72·5	55·8	68·	57·2	59·9	87·6
(Over Age.)																									
Passed with Honors, . . .	27	30	72	.	21	.	2	.	.	.	.	.	3	63	29	35	32	1	3	1	15	9	39	9	2
„ without Honors, . .	54	103	276	16	132	8	3	.	3	.	.	.	6	173	22	232	102	2	7	3	21	16	65	20	3
Failed, ...	52	181	89	19	241	14	1	.	1	.	.	.	1	155	26	155	201	38	7	6	85	30	61	15	3
Total Examined, . . .	133	314	437	35	394	22	6	.	4	.	.	.	10	391	77	422	335	41	17	10	121	55	165	44	8
Proportion per cent. who passed with Honors, ...	20·3	9·5	16·5	.	5·3	.	33·3	.	.	.	.	.	30·	16·1	37·7	8·3	9·5	2·4	17·6	10	12·4	16·4	23·6	20·4	25·
Ditto, without Honors, .	40·6	32·8	63·1	45·7	33·5	36·4	50·	.	75·	.	.	.	60·	44·2	28·5	55·	30·4	4·9	41·2	30·	17·3	29·1	39·4	45·4	37·5
Total Per-centage passed, .	60·9	42·3	79·6	45·7	38·8	36·4	83·3	.	75·	.	.	.	90·	60·3	66·2	63·3	39·9	7·3	58·8	40·	29·7	45·5	63·	65·8	62·5

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of these who (5) passed with Honors, and (6) who passed without Honors—*continued.*

GIRLS.

Preparatory Grade.	Subjects.										
	Greek.	Latin.	English.	French.	German.	Italian.	Celtic.	Arithmetic.	Euclid.	Algebra.	Drawing.
Passed with Honors	3	25	168	48	40	6	1	156	54	39	146
" without Honors	3	54	229	256	51	8	.	216	42	129	241
Failed	1	98	56	204	40	8	.	147	74	113	86
Total Examined	7	177	525	508	131	22	1	519	170	281	473
Proportion per cent. who passed with Honors	42·8	14·1	32·	9·4	30·5	27·3	100·	30·	31·8	13·9	32·9
Ditto, without Honors	42·8	30·5	43·9	50·4	38·5	36·4	.	41·6	24·7	45·9	47·6
Total Per centage passed	85·6	44·6	43·9	59·8	69·4	63·7	100·	71·6	56·5	59·8	80·5
(Over Age).*											
Passed with Honors											
" without Honors											
Failed											
Total Examined											
Proportion per cent. who passed with Honors											
Ditto, without Honors											

* Over Age Students were not eligible for Preparatory Grade.

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

GIRLS.

Junior Grade (Of the Prescribed Age).	SUBJECTS.																								
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.	Commercial Spanish.	Celtic.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.
Passed with Honors,	8	30	228	2	430	2	161	.	21	.	.	.	1	103	38	28	85	3	3	32	157	185	473	3
„ without Honors,	5	75	492	3	291	3	83	.	27	.	.	.	.	301	25	100	184	2	3	33	269	199	238	6
Failed,	1	135	165	4	142	2	73	.	12	.	.	.	.	412	16	187	163	8	4	29	153	167	25	14
Total Examined,	14	240	885	9	863	7	317	.	60	.	.	.	1	816	79	315	432	13	10	94	579	551	736	23
Proportion per cent. who passed with Honors,	57·1	12·5	25·8	22·2	49·8	28·5	50·8	.	35·	.	.	.	100·	12·6	48·1	8·9	19·7	23·1	30·	34·	27·1	33·6	64·5	13·
Ditto, without Honors,	35·7	31·2	55·6	33·3	33·7	42·8	26·2	.	45·	.	.	.	.	36·9	31·6	31·7	42·6	15·4	30·	35·1	46·4	36·1	32·3	26·1
Total Per-centage passed,	92·8	43·7	81·4	55·5	83·5	71·3	77·	.	80·	.	.	.	100·	49·5	79·7	40·6	62·3	38·5	60·	69·1	73·5	69·7	96·8	39·1
(Over Age.)																								
Passed with Honors,	.	.	4	.	29	.	2	.	.	.	.	.	.	3	5	.	3	.	.	.	16	18	39	.
„ without Honors,	.	.	55	.	36	.	5	.	2	.	.	.	.	29	1	3	8	.	.	1	29	24	27	1
Failed,	.	6	22	.	16	.	8	.	.	.	.	.	.	46	.	15	16	.	2	1	14	13	.	2
Total Examined,	.	6	81	.	81	.	15	.	2	.	.	.		78	6	18	27	.	2	2	59	55	66	3
Proportion per cent. who passed with Honors.	.	.	4·9	.	35·8	.	13·3	.	.	.	.	.	.	3·8	83·3	.	11·1	.	.	.	27·1	32·7	59·1	.
Ditto, without Honors,	.	.	67·9	.	44·4	.	33·3	.	100·	.	.	.	.	37·2	16·7	16·7	29·6	.	.	50·	49·1	43·6	40·9	33·3
Total Per-centage passed,	.	.	72·8	.	80·2	.	46·6	.	100·	.	.	.	.	41·	100·	16·7	40·7	.	.	50·	76·2	76·3	100·	33·3

TABLE IV.—Showing, for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

GIRLS.

Middle Grade (Or the Prescribed Age).	SUBJECTS.																								
	Greek.	Latin.	French.	Commercial French.	German.	Italian.	Spanish.	Commercial Spanish.	Celtic.	Arithmetic.	Book-keeping.	English.	Algebra.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.	Press Writing.
Passed with Honors,	2	13	94		119		34	1	12				22	5	9	4			14	10	32	74	2	1
Passed without Honors,	1	42	136	2	56		10	2	9				82	5	40	46			18	62	70	140		
Failed,		20	9		60		13	1	5				116	2	18	34	2	1	9	56	51	5	4	
Total Examined,	3	75	239	2	235		146	4	26			1	220	12	106	104	2	1	41	128	173	219	6	1
Proportion per cent. who passed with Honors,	66·7	17·3	39·3		50·6		23·1	25	46·1				10·	41·7	8·5	3·8			34·1	7·8	30	33·8	33·3	100
Ditto without Honors,	33·3	56	56·9	100	23·8		77·1	50	57·6			100·	37·3	41·7	16·2	41·2			43·9	48·4	40·5	63·9		
Total Per-centage passed,	100	73·3	96·2	100	74·4		85·8	75·	80·7			100	47·3	83·4	54·7	48			78·	56·2	70·5	97·7	33·3	100
Over Age.																									
Passed with Honors,	.	.	6		6		2	1	.				.	1	.	.			.	1	3	2	.	.
Passed without Honors,	.	.	19		6		3	.	.				10	.	.	1	1		.	13	7	21	.	.
Failed,	.	1	3		16		1	.	1				15		5	3	1	1	5	5	8	1	1	.
Total Examined,	.	1	28		28		6	1	1				25	1	5	4	2	1	5	19	18	24	1	.
Proportion per cent. who passed with Honors,			21·4		21·4		33·3	100						100						5·3	16·7	8·3		
Ditto without Honors,			67·8		21·4		50	.					40			25·	50			68·4	38·9	87·5		
Total Per-centage passed,	.		89·2		42·8		83·3	100					40	100	.	25·	50			73·7	55·6	91·8		

TABLE IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

GIRLS.

Senior Grade (Of the Prescribed Age).	SUBJECTS.																						
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.	Commercial Spanish.	Celtic.	Euclid.	Algebra and Arithmetic.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.
Passed with Honors,	3	25	54	2	63	1	35	2	7	.	.	.	1	5	1	8	1	.	5	11	36	75	.
„ without Honors,	2	13	36	.	27	.	10	.	1	.	.	.	.	40	15	15	.	1	3	13	23	22	.
Failed,	.	5	9	.	10	.	10	.	.	.	.	.	.	12	31	2	1	1	.	6	9	.	.
Total Examined,	5	43	99	2	100	1	55	2	8	.	.	.	1	57	47	25	2	2	8	30	68	97	.
Proportion per cent. who passed with Honors,	60·	58·1	54·5	100·	63·	100·	63·6	100·	87·5	.	.	.	100·	8·8	2·1	32·	50·	.	62·5	36·7	52·9	77·3	.
Ditto, without Honors,	40·	30·2	36·4	.	27·	.	18·2	.	12·5	.	.	.	.	70·2	31·9	60·	.	50·	37·5	43·3	33·8	22·7	.
Total Per-centage passed,	100·	88·3	90·9	100·	90·	100·	81·8	100·	100·	.	.	.	100·	79·	34·	92·	50·	50·	100·	80·	86·7	100·	.
Over Age.																							
Passed with Honors,	.	1	3	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	2	.
„ without Honors,	1	.	.	.	2	.	.	.	.	.	.	.	.	1	.	.	.	.	.	2	1	1	.
Failed,	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	.
Total Examined,	1	1	3	.	2	.	.	.	.	.	.	.	.	1	.	.	.	.	.	3	2	3	.
Proportion per cent. who passed with Honors,	.	100·	100·	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	33·3	.	66·7	.
Ditto, without Honors,	100·	.	.	.	100·	.	.	.	.	.	.	.	.	100·	.	.	.	.	.	66·7	50·	33·3	.
Total Per-centage passed,	100·	100·	100·	.	100·	.	.	.	.	.	.	.	.	100·	.	.	.	.	.	100·	50·	100·	.

Table IV.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

GIRLS.

Total in all Grades (Of the Prescribed Age).	Subjects.																										
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.	Commercial Spanish.	Celtic.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Algebra and Arithmetic.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.	Precis Writing.
Passed with Honors,	16	93	544	4	660	3	287	3	46	.	.	.	3	281	43	96	128	1	8	4	3	51	324	273	622	5	1
„ without Honors,	11	184	963	5	630	3	184	2	45	.	.	.	1	599	30	231	359	15	15	2	4	54	555	292	400	6	
Failed,	2	258	241	4	416	2	138	1	25	.	.	.	.	675	18	321	330	31	2	11	6	38	301	227	258	18	.
Total Examined,	29	535	1,748	13	1,706	8	609	6	116	.	.	.	4	1,555	91	648	817	47	25	17	13	143	1,180	792	1,280	29	1
Proportion per cent. who passed with Honors,	55·2	17·4	31·1	30·8	38·7	37·5	47·1	50·	39·6	.	.	.	75·	18·1	47·2	14·8	15·7	2·1	32·	23·5	23·1	35·7	27·4	34·5	48·6	17·2	100·
Ditto, without Honors,	37·9	34·4	55·1	38·5	36·9	37·5	30·2	33·3	38·8	.	.	.	25·	38·5	33·	35·6	43·9	31·9	60·	11·8	30·8	37·8	47·	36·9	31·2	20·7	.
Total Per-centage passed,	93·1	51·8	86·2	69·3	75·6	75·	77·3	83·3	78·4	.	.	.	100·	56·6	80·2	50·4	59·6	34·	92·	35·3	53·9	73·5	74·4	71·4	79·8	37·9	100·
(Over Age.)																											
Passed with Honors,	.	1	13	.	25	.	4	1	.	.	.	.	.	3	6	.	3	.	.	.	.	.	17	21	43	.	.
„ without Honors,	1	.	74	.	44	.	8	.	2	.	.	.	.	39	1	4	9	.	.	1	.	1	44	32	49	1	.
Failed,	.	7	25	.	32	.	9	.	1	.	.	.	.	61	1	20	19	.	.	1	3	6	19	22	1	3	.
Total Examined,	1	8	112	.	111	.	21	1	3	.	.	.	.	103	8	24	31	.	.	2	3	7	80	75	93	4	.
Proportion per cent. who passed with Honors,	.	12·5	11·6	.	31·5	.	19·	100·		.	.	.	.	2·9	75·		9·7	.	.	.	.	.	21·2	28·	46·2	.	.
Ditto, without Honors,	100·	.	66·1	.	39·6	.	38·1	.	66·7	.	.	.	.	37·9	12·5	16·7	29·	.	.	50·	.	14·3	38·	42·7	52·7	25·	.
Total Per-centage passed,	100·	12·5	77·7	.	71·1	.	57·1	100·	66·7	.	.	.	.	40·8	87·5	16·7	38·7	.	.	50·	.	14·3	76·2	70·7	98·9	25·	.

TABLE V.—Showing the number of Students to whom £50 Prizes (Senior Grade), and Exhibitions were awarded.

——	Senior Grade, £50.	Middle Grade, £30 a year, tenable for two years.	Junior Grade, £20 a year, tenable for three years.	Preparatory Grade, £20 tenable for one year.	TOTAL.
Boys, . . .	17	40	135	132	324
Girls, . . .	8	15	55	27	105
Gross Total, .	25	55	190	159	429

TABLE VI.—Showing the number of Students to whom Prizes in Books were awarded.

——	First Class Prizes.	Second Class Prizes.	Third Class Prizes.	Total.
BOYS:—				
Preparatory Grade,* . .	–	–	140	140
Junior „ . . .	29	41	49	119
Middle „ . . .	16	11	32	59
Senior „ . . .	6	9	25	40
Total, . . .	51	61	246	358
GIRLS:—				
Preparatory Grade,* . .	–	–	20	20
Junior „ . . .	11	20	32	63
Middle „ . . .	5	6	14	25
Senior „ . . .	8	6	9	23
Total, . . .	24	32	75	131
Gross Total, . .	75	93	321	489

* £1 Book Prizes, only, were awardable in the Preparatory Grade

TABLE VII.—Showing the number of Students to whom Prizes in Composition were awarded. (Rule 35).

—	Greek.	Latin.	English.	French.	German.	Italian.	Celtic	Spanish	Total.
BOYS:—									
Preparatory Grade, £2, .	5	5	8	6	3	–	6	–	33
Junior „ £2, .	4	10	11	5	4	–	5	–	39
Middle „ £3, .	6	5	4	4	3	3	2	1	28
Senior „ £4, .	5	5	4	2	1	2	4	–	23
Total, . . .	20	25	27	17	11	5	17	1	123
GIRLS:—									
Preparatory Grade, £2, .	–	3	6	–	4	–	1	–	14
Junior „ £2, .	–	3	5	6	6	–	–	–	20
Middle „ £3, .	1	3	5	3	6	1	–	–	19
Senior „ £4, .	–	1	5	5	3	–	–	–	14
Total, . . .	1	10	21	14	19	1	1	–	67
Gross Total, . .	21	35	48	31	30	6	18	1	190

TABLE VIII.—Showing the number of Students to whom Special Commercial Prizes were awarded. (Rule 32.)

—	Number.	Value.
BOYS:—		£
Junior, £10, ...	2	20
Do., £7, ...	4	28
Do., £5, ...	5	25
Middle, £5, ...	3	15
Do., £3, ...	2	6
Total, . . .	16	94

TABLE IX.—ACCOUNTS of the BOARD (Local Taxation (Customs and Excise) Act) for the year ended 31st December, 1894.

(A) INVESTMENT ACCOUNT.

	Securities.	Cash.		Securities.	Cash.
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
Balance on 1st January, 1894,	85,202 6 10	—	Balance on 31st December, 1894,	85,202 6 10	—

(B) INCOME ACCOUNT.

	£ s. d.		£ s. d.
Balance on 1st January, 1894,	791 6 8	Exhibitions,	8,636 10 0
Share of Local Taxation Duties, 1893–1894,	44,261 9 5	Results Fees,	34,890 19 3
Interest of Securities,	2,494 6 5	,, in respect of the Year 1893,	15 3 8
,, on Cash on Deposit,	253 0 11	Balance on 31st December, 1894,	4,271 6 6
Results Fees refunded 1893,	13 16 0		
£	47,813 19 5	£	47,813 19 5

TABLE X.—ACCOUNTS of the BOARD (original

(A) CAPITAL

	Securities. £ s. d.	Cash. £ s. d.
Balance on 1st January, 1894,	1,021,583 17 9	—
Surplus Income (from Income Account),	—	6,429 16 3
Securities purchased, viz.—Government 2½ per cent. Stock,	6,457 18 9	—
Cash proceeds of Securities sold,	—	1,236 13 0
£	1,028,041 16 6	7,666 9 3

(B) INCOME

Receipts.	£ s. d.	£ s. d.
In respect of the year 1893:—		
Cash Balance as per Report of 1893, £5,819 10 1		
Results Fees for 1882 to be refunded, 1 19 3		
	5,821 9 4	
Income Tax refunded,	860 4 2	
Results Fees refunded, 1893,	4 0 0	
Locomotive Expenses refunded,	0 3 4	
		6,795 16 10
[Cr. Balance, 1893, £6,432 16*s.* 3*d.*]		
In respect of the year 1894:—		
Interest of Securities,	33,197 15 9	
„ on Cash on deposit.	129 11 10	
Examination Fees,	1,017 7 1	
Do. (late) Fees,	5 12 0	
Sale of Waste Paper,	2 1 2	
Restitution,	1 3 6	
Petty Expenses refunded,	0 6 0	
Sale of Publications,	2 2 11	
		34,356 0 9
Cash proceeds of Securities sold,	—	1,236 13 0
* [Cr. Balance, 1894, £955 19*s.* 0*d.*]		
£		42,298 10 7

* The net liability against this Balance is estimated at £100

Endowment) for the year ended 31st December, 1894.

ACCOUNT.

	Securities. £ s. d.	*Cash.* £ s. d.
Cash invested in Government Securities (as per Contra),	—	6,429 16 3
Securities sold,	1,200 0 0	1,236 13 0
Balance on 31st December, 1894,	1,026,841 16 6	—
£	1,028,041 16 6	7,666 9 3

ACCOUNT.

Payments.	£ s. d.	£ s. d.
In respect of the year 1893:—		
Administration—		
Incidentals,	41 7 10	
Printing and Stationery,	14 14 2	
Cost of Audit, 1893,	100 0 0	
		156 2 0
Examinations—		
Printing and Stationery,	68 12 3	
Petty Expenses,	15 10 6	
		84 2 9
Results Fees,	—	7 15 10
Minor Prizes,	—	25 0 0
In respect of the year 1894:—		
Administration—*		
Permanent Salaries,	2,984 5 6	
Writers,	463 4 2	
Rent,	64 12 4	
Printing and Stationery,	80 0 2	
Incidentals,	239 18 9	
Building addition to Offices,	806 10 2	
Architect's Fees,	41 7 6	
		4,679 18 7
Examinations—*		
Examiners' Remuneration,	5,295 0 0	
Do., Locomotive Expenses,	54 17 2	
Do., Incidental and Petty Expenses,	9 0 3	
Centre Superintendents' Remuneration,	3,181 0 0	
Do., Locomotive Expenses,	450 9 5	
Do., Incidental and Petty Expenses,	307 3 7	
Hire of Rooms,	245 8 0	
Printing and Stationery,	1,346 9 6	
Petty Expenses,	704 9 8	
Locomotive do.,	14 11 7	
		11,608 9 2
Rewards—		
Money Prizes and Exhibitions, 1894 (new Awards),	3,851 0 0	
Retained Exhibitions of 1892 and 1893,	1,767 10 0	
Results Fees,	10,890 3 0	
Medals and Minor Prizes,	824 1 6	
		17,332 14 6
Miscellaneous—		
Income Tax to be refunded,	—	1,015 12 6
On account of Surplus Income (transferred to Capital Account),	—	6,429 16 3
Balance,	—	958 19 0
£		42,298 10 7

* All Expenses of Administration and Examinations are paid out of the original Endowment of the Board, payments from the Local Taxation Grant being limited to Results Fees and rewards to Students.

TABLE XI.—THE "BURKE MEMORIAL FUND."

ACCOUNT FOR THE YEAR ENDED 31ST DECEMBER, 1894.

CAPITAL ACCOUNT.

Government 2¾ per cent. Consols,	£1,222 18*s.* 11*d.*	Balance on Dec. 31, 1894, .	£1,222 18*s.* 11*d.*

Income Account.

	£	*s.*	*d.*
Balance on 1st January, 1894, ...	1	0	11
5 Jan., Quarter's Dividend on 2¾ per cent. Consols,	8	8	2
5 April, " " " " "	8	8	2
5 July, " " " " "	8	8	2
5 Oct., " " " " "	8	8	2
	£34	13	7

	£	*s.*	*d.*
Prizes (*vide* page ix.), ...	33	6	0
Printing and Stationery, ...	0	12	6
Balance on Dec. 31, 1894, . . .	0	15	1
	£34	13	7

Given under our Common Seal
this 15th day of March, 1895.

L.S.

Present at Board Meeting when Seal was affixed,

T. J. Bellingham Brady,
John C. Malet, } *Assistant Commissioners.*

NAMES OF THE COMMISSIONERS

OF

INTERMEDIATE EDUCATION (IRELAND).

Right Hon. J. T. Ball, LL.D., D.C.L., Chairman.
Right Hon. C. Palles, LL.D., Lord Chief Baron of the Exchequer in Ireland, Vice-Chairman.
Rev. George Salmon, D.D., D.C.L., LL.D., F.R.S., Provost, Trinity College, Dublin.
The Right Hon. O'Conor Don, D.L., LL.D.
Rev. W. Todd Martin, D.D., D.LIT.
David G. Barkley, Esq., LL.D.
His Grace The Most Rev. William J. Walsh, D.D., Archbishop of Dublin.

ASSISTANT COMMISSIONERS.

T. J. Bellingham Brady, LL.D.
John C. Malet, M.A., F.R.S.

Appendix I.

List of Persons from whom the Examiners for 1894 were selected with the approval of the Lord Lieutenant (Rule 5).

Greek and Latin.

Armour, Rev. James B., M.A. (R.U.I.)
Barrett, Rev. R.
Beare, John I., M.A., F.T.C.D.
Bryce, A. Hamilton, LL.D.
Bury, John B., M.A. (Dub.), F.T.C.D.
Butler, Rev. M. J., B.A., D.D.
Conan, Arthur, M.A. (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.
Cotter, W. E. P., B.A., 1st Sen. Mod., T.C.D.
Crowe, Rev. Jeremiah, St. Patrick's College, Thurles.
Dickie, John, B.A. (Dub.), 1st Sen. Mod., T.C.D.
Dougan, T. W., M.A., Ex-Fellow, St. John's College, Cambridge, Professor of Latin, Queen's College, Belfast.
Dowdall, Rev. Launcelot D., LL.B. (Dub.), M.A. (Oxon.), 1st Sen. Mod., T.C.D., University Student.
Doyle, Charles F. M.A. (F.R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.
Doyle, Robert, B.A. (Dub.), Moderator, T.C.D.
Hamilton, A. B., M.A., LL.B. (R.U.I.)
Hayes, Rev. Laurence J., D.D., Professor, St. Patrick's College, Thurles.
Healy, John, B.A.
Hitchcock, Francis R. M., B.A., Dub., 1st Sen. Mod., Univ. Student, T.C.D.
Keene, Charles, M.A. (Dub.), Sen. Mod., T.C.D.
Kelly, Very Rev. J. J., Canon.
Kerin, R. C. B., B.A., 1st Class Classical Honours, London.
Maguire, Rev. E., Professor of Classics, St. Patrick's College, Maynooth.
Mannix, Rev. D., Professor, St. Patrick's College, Maynooth.
M'Glone, Rev. Peter, D.D.
M'Neill, Hugh A., B.A., R.U.I.
M'Rory, Rev. Joseph, D.D., Professor, St. Patrick's College, Maynooth.
Molahan, John P., M.A. (Dub.), Sen. Mod., T.C.D.
Montgomery, Robert, M.A., University Student (R.U.I.), B.A., 1st Class Classical Tripos, Cantab.
Montgomrey, Malcolm, M.A. (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.
Morgan, Rev. W. Moore, M.A., T.C.D.
Newsome, Clarence, M.A. (R.U.I.), Sen. Mod., T.C.D.
O'Farrell, Very Rev. J., Canon.
O'Neill, Rev. James.
Palmer, Arthur, M.A. (Dub.), F.T.C.D., Prof. of Latin, Univ. of Dublin.
Patton, Rev. Samuel, M.A.
Purser, Louis C., D.LITT., F.T.C.D.
Rice, Rev. James, B.D. (Dub.), Sen. Mod., T.C.D.
Ridgeway, William, M.A. (Dub.), Professor of Greek, Queen's College, Cork; Fellow, Gonville and Caius College, Disney Professor of Archæology, Cambridge.
Rowan, William H., M.A., Univ. Student (R.U.I.)
Roberts, Theodore M., M.A. (Dub.)
Rutherford, H. E., B.A., LL.B.

Ryan, Rev. Innocent, Professor, St. Patrick's College, Thurles.
Sandford, Philip George, M.A. (Dub.), Professor of Latin, Queen's College, Galway.
Starkie, W. J. M., M.A., F.T.C.D.
Thompson, D'Arcy W., M.A. (Cantab.), F.R.U.I., Professor of Greek, Queen's College, Galway.
Tyrrell, Robert Y., M.A., D.LITT. (Dub.), F.T.C.D., Professor of Greek, University of Dublin.
Wilkins, Rev. George, M.A. (Dub.), F.T.C.D.
Wilson, Herbert, B.A. (Dub.), 1st Sen. Mod., T.C.D.

ENGLISH.

Allen, Henry J., M.A. (Dub.), 1st Sen. Mod., T.C.D.
Bailey, William F., B.A. (Dub.), 1st Sen. Mod., T.C.D.
Barry, Rev. Louis Aug., LL.D. (Dub.), 1st Sen. Mod., T.C.D.
Bastable, C. F., B.A., (Dub.), Prof. of Political Economy, Univ. of Dublin.
Boyd, Andrew, M.A. (R.U.I.)
Brown, Samuel Lombard, B.A. (R.U.I.)
Carmichael, Rev. Frederick F., LL.D. (Dub.)
Cherry, Richard R., M.A., LL.D. (Dub.), Reid Professor of Constitutional and Criminal Law, T.C.D.
Clancy, Rev. John J., Professor of English Literature, St. Patrick's College, Maynooth.
Coghlan, Rev. Daniel, St. Patrick's College, Maynooth.
Colclough, John D.
Cooke, John, B.A. (Dub.), Professor, Church of Ireland Training College, Kildare-place.
Coyne, William P., M.A. (R.U.I.)
Croly, D., M.A. (R.U.I.), Professor of English Literature, Catholic Training College, Drumcondra.
Cusack, John.
Dixon, G. Y., M.A., T.C.D.
Dixon, W. M., B.A., LL.B., 1st Sen. Mod., T.C.D.
Donnellan, Rev. James, St. Patrick's College, Maynooth.
Donovan, R., B.A. (R.U.I.)
Evans, Rev. Henry, D.D.
Fetherstonhaugh, Godfrey, B.A. (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.
Fitzgibbon, Henry M., M.A. (Dub.), Senior Mod., T.C.D.
Fitz-Henry, William A., M.A., LL.B.
Fogarty, Rev. M., St. Patrick's College, Maynooth.
Gilliland, W. L., B.A., LL.B. (Dub.), Senior Mod., T.C.D.
Graham, Wm., M.A. (Dub.), Professor of Jurisprudence and Political Economy, Queen's College, Belfast.
Hardy, William J., LL.D. (Dub.), Sen. Mod., T.C.D.
Harrison, Thomas, B.A., LL.B. (R.U.I.)
Henry, Rev. J. Edgar, M.A. (R.U.I.)
Herdman, John O., M.A., Sen. Mod., T.C.D.
Humphreys, John, B.A.
Hyde, Douglas, LL.D.
Joyce, P. W., LL.D., Ex-Professor, Board of National Education.
Keane, A. H., B.A.
Kehoe, Daniel, B.A. (Dub.), Senior Mod., T.C.D
Lennox, P. J., B.A. (R.U.I.)
Lyster, Mary A., M.A.
Lyster, Thomas W., B.A. (Dub.), 1st Senior Mod., T.C.D., Assistant Librarian, National Library of Ireland.

M'Bride, Rev. J. B., B.A. (R.U.I.)
M'Donald, Rev. Walter, St. Patrick's College, Maynooth.
Magennis, William, M.A. (F.R.U.I.)
MacMullan, S. J., M.A. (R.U.I.), Professor of History and English Literature, Queen's College, Belfast.
Macran, Henry S., M.A., F.T.C.D.
Murphy, James.
Nash, Rev. Francis L., M.A. (Oxon.)
Newcombe, Rev. J. D. E., B.A., B.D. (Dub.), Sen. Mod., T.C.D.
Nicolls, Archibald J., LL.B. (Dub.)
O'Leary, Rev. Patrick, St. Patrick's College, Maynooth.
O'Loan, Rev. Daniel, St. Patrick's College, Maynooth.
Osborne, R. E., M.A.
Owens, Rev. R., St. Patrick's College, Maynooth.
Park, John, M.A. D.LITT. (R.U.I.), F.R.U.I., Professor of Logic and Metaphysics, Queen's College, Belfast.
Rea, Rev. George T., M.A.
Redmond, Frederick, B.A. (Dub.), Sen. Mod., T.C.D.
Rolleston, T. W., B.A., T.C.D.
Rowley, James, M.A., Professor of Modern History and English Literature, Univ. College, Bristol.
Savage-Armstrong, George F., M.A. (Dub.), F.R.U.I.; Professor of History and English Literature, Queen's College, Cork.
Scratton, Thomas, B.A. (Oxon.)
Semple, R. J., M.A.
Smyth, Rev. J. Paterson, B.A., LL.B. (Dub.), Sen. Mod., T.C.D.
Stanton, Lucy Vere.
Steele, L. Edward, B.A. (Dub.), Professor in the Church of Ireland Training College, Kildare-place.
Story, Mary, M.A., University Student, R.U.I.
Taylor, John F., B.A.
Wemand, Rev. Charles W., B.A. (Dub.), Sen. Mod., T.C.D.
Whelan, Rev. Denis, St. John's College, Waterford.
Whitty, R. C. J., B.A. (Dub.), Sen. Mod., T.C.D.
Willson, Rev. Thomas B., M.A. (Dub.), 1st Sen. Mod., T.C.D.
Witherow, Rev. J. M., M.A. (R.U.I.)
Wright, A. E., B.A. (Dub.), 1st Senior Mod., T.C.D.

French.

Amours, F. J., B. ès L. French Master, Glasgow Academy.
Barbier, Paul E. E., Lecturer, French Language and Literature, Univ. Coll., South Wales, Cardiff.
Barbier, Georges E., Lecturer in French, The Athenæum, Glasgow.
Barrere, A., Prof. of French, Royal Military Academy, Woolwich.
Boielle, James, B.A. (Paris).
Bue, Henry, B. ès L. (Univ. Gall.)
Cegery, A., B.A., L.L. (Paris), Examiner in French, Trinity Coll., London.
D'Auquier, Rev. E. C., M.A. (Cantab.)
D'Auquier, T. C.
Dupuis, Alexandre L., B.A.
Egerton, Charles W., M.A. (Dub.), Senior Mod., T.C.D.
Hogan, Rev. J. F., St. Patrick's Coll., Maynooth.
Jansen, Elphege, Assistant Examiner in the University of London.
Ludwig, A., B.A. (Univ. Gallic).
M'Weeney, Edmond J., M.A., M.B. (R.U.I.)

Massé, J. F. P.
Miget, N., B. es L.
Näf, Otto C., M.A., London.
Nolan, Pierce L., B.A.
Oger, V., French Lecturer, Univ. Coll., Liverpool.
Spencer, Frederic, M.A., PH.D., Professor of Modern Languages, University College, Bangor.
Voegelin, A., B.A. (London).

GERMAN.

Bewerunge, Rev. H., St. Patrick's College, Maynooth.
Buchheim, C. A., PH.D., Prof. of German in King's College, London.
Fischer, E. L.
Hager, Herman, PH.D.
Heinemann, N., Prof. of German, Crystal Palace School of Arts & Sciences.
Hennig, Curt, M.A.
Lange, Franz, PH.D., Prof. of German, Royal Mil. Academy, Woolwich.
Meissner, A. L., PH.D., Prof. Modern Languages, Queen's Coll., Belfast.
Oswald, E., M.A., PH.D. (Goettingen), Instructor in German to the Royal Naval College, Greenwich.
Schlomka, C., M.A., PH.D.
Selss, Albert M., M.A., LL.D. (Dub.), Sen. Mod., T.C.D., PH.D., Professor of German, University of Dublin.
Steinberger, Valentine, M.A. (R.U.I.), Professor of Modern Languages, Queen's College, Galway.

ITALIAN.

Farinelli, A., B.A., Professor of Italian, University College, London.
Morosini, Francesco.
O'Keeffe, Rev. Barth. A., D.D.
Ricci, Luigi, Prof. City of London College.

SPANISH.

Steinberger, Valentine, M.A., R.U.I., Professor of Modern Languages, Queen's College, Galway.

CELTIC.

Connolly, William P., B.A.
Flannery, T.
Hogan, Rev. Edmund, S.J.
McCarthy, Rev. B., D.D.
Molloy, John, B. es L.
Murphy, Rev. James E. H., M.A. (Dub.).
O'Duffy, Richard J., Hon. Sec., Society for the Preservation of the Irish Language.
O'Growney, Rev. Eugene, Professor, St. Patrick's College, Maynooth.
Olden, Rev. Thomas, B.A.

MATHEMATICS.

Alexander, J. J., M.A., (R.U.I.), B.A. (Cantab.)
Allman, George J., M.A., LL.D., F.R.S., Ex-Professor of Mathematics, Queen's College, Galway.
Anglin, A. H., M.A. (R.U.I.), B.A. (Cantab.), F.R.S.E., Professor of Mathematics, Queen's College, Cork.
Bergin, William, M.A. (Dub.), Sen. Mod., T.C.D.
Bernard, Rev. J. H., M.A., B.D. (Dub.), F.T.C.D.
Browne, J. J.
Burnside, Wm. S., M.A. D.Sc. (Dub.), F.T.C.D., Prof. of Mathematics, Univ. of Dublin.
Carroll, Rev. P. J.

Coates, W. M., M.A. (Dub.), B.A. (Cantab.), Sen. Mod., T.C.D., Fellow of Queen's College, Cambridge.
Culverwell, Edward P., M.A., F.T.C.D.
Dawson, H. G., B.A. (Dub.), 1st Sen. Mod., T.C.D., M.A. (Cantab.), Fellow of Christ's College, Cambridge.
Dickey, Rev. R. H. F., M.A., B.D.
England, John, M.A. (Dub.), Professor of Natural Philosophy, Queen's College, Cork.
Fry, M. W. Joseph, M.A. (Dub.), F.T.C.D.
Graham, Christopher, M.A. (Dub. and Cantab.), 1st Sen. Mod., T.C.D., Ex-Fellow, Gonville and Caius College, Cambridge.
Griffin, Gerald.
Griffin, Robert W., LL.D. (Dub.)
Hughes, Rev. William, D.D. (Dub.)
Inwood, Thos. W., B.A., Professor of Mathematics, St. Gregory's College, Downside, Bath.
Johnston, J. P., M.A. (Dub.), Sen. Mod., T.C.D.
Johnston, Swift P., M.A. (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.
Joly, C. J., M.A., 1st Sen. Mod., University Student, T.C.D.
Kelly, Patrick.
Larmor, Joseph, M.A. (R.U.I.), M.A. (Cantab.), Senior Wrangler, Fellow of St. John's College, Cambridge, F.R.S.
Leebody, John R., D.SC. (R.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.
Lennon, Rev. Francis, D.D., Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.
Lyster, Arthur E., B.A. (Dub.), Sen. Mod., T.C.D., Assistant Astronomer, Dunsink Observatory.
M'Weeney, Henry C., M.A. (R.U.I.), Sen. Mod. (T.C.D.)
Minchin, George M., M.A. (Dub.), Professor of Applied Mathematics, Royal Indian Engineering College, Cooper's Hill.
Moran, Rev. Francis, M.A. (DUB.)
O'Dea, Rev. Thomas, Professor, St. Patrick's College, Maynooth.
Orr, Wm. M'F., M.A. (R.U.I.), Sen. Wrangler, Fellow of St. John's College, Cambridge; Prof. of Applied Mathematics and Mechanism, Royal College of Science, Ireland.
O'Sullivan, A. C., M.A. (Dub.), F.T.C.D.
Panton, Arthur W., M.A., D.SC. (Dub.), F.T.C.D.
Power, Rev. Thos. R., Prof. of Mathematics, St. Patrick's Coll., Thurles.
Rambaut, Arthur A., M.A.., D.SC., Astronomer Royal of Ireland.
Rea, James C., B.A. (R.U.I.), Professor in the Church of Ireland Training College, Kildare-place.
Roberts, W. R. Westropp, M.A. (Dub.), F.T.C.D.
Russell, R., M.A. (Dub.), F.T.C.D.
Smith, Charles, M.A. (R.U.I.), 1st Sen. Mod. (T.C.D.), Univ. Student.
Tarleton, Francis A., LL.D. (Dub.), F.T.C.D.
Warren, Rev. Isaac, M.A.
Yates, James, B.A., Sen. Mod., T.C.D.

ARITHMETIC AND BOOK-KEEPING.

Dowd, Rev. James, B.A. (Dub.), Sen. Mod., T.C.D.
Bond, H. S., Royal Bank of Ireland.
Dowling, E. Hughes, Math. Tutor, University College, Stephen's-green, Dublin.
Dowling, P. A. E., B.A.
Ellis, Wm. E., M.A., LL.B. (Dub.), Local Gov. Auditor, Ireland.
Farrelly, Daniel.

Fitzpatrick, S., Prof. of Mathematics, Catholic Training Coll., Drumcondra.
Irwin, Rev. Charles K., D.D., (Dub.)
Keoghan, Rev. Patrick, B.A. (R.U.I.)
Macbeth, Rev. John, LL.D. (Dub.)
O'Brien, Edward T., Accountant, Mining Co. of Ireland.
Sutcliffe, Rev. Thomas, B.A. (Dub.)
Tristram, Rev. John W., M.A. (Dub.), Sen. Mod., T.C.D., Diocesan Inspector and Secretary, Diocesan Board of Education.
Warnock, Rev. W. J., B.A. (R.U.I.)
Whitton, Frederick A., Accountant, Representative Church Body.

NATURAL PHILOSOPHY.

Anderson, Alexander, M.A., Fellow of Sydney Sussex College, Cambridge, Professor of Nat. Phil., Queen's College, Galway.
Barrett, W. F., F.R.S.E., Professor of Physics, R.C.Sc.I.
Brown, Wm., Demonstrator in Physics, Royal Coll. of Science, Dublin.
Coffey, George, B.E. (Dub.), Sen. Mod., T.C.D.
Doherty, J. J., LL.D. (Dub.), Sen. Mod., T.C.D.
Fitzgerald, George F., M.A. (Dub.), F.R.S., F.T.C.D.
Johnston, Margaret K., M.A.
Joly, John, D.Sc., F.R.S.
Larmor, Alex., M.A. (R.U.I.), B.A. (Cantab.), Fellow of Clare College, Cambridge.
Moore, Hugh Keys, B.A. (Dub.), 1st Sen. Mod., T.C.D.
Oram, John E., M.E. (R.U.I.), M.A., Ex-Professor of Mathematics, &c., Univ. of Windsor, N.S.
Preston, Thomas, M.A. (Dub.), F.R.U.I., Sen. Mod., T.C.D.
Scott, A. W., M.A. (Dub.), Professor of Physical Science, St. David's College, Lampeter, South Wales.
Stewart, John Huston, B.A., F.R.U.I., B.Sc. (London); Professor of Experimental Physics, University College, Dublin.

CHEMISTRY.

Adeney, Walter E., F.I.C., A.R.C.Sc.I.
Bell, Chichester, M.B. (Dub.), Sen. Mod., T.C.D.
Campbell, John, M.B. (Dub.), F.R.U.I., Professor, University Coll., Dub.
Davy, Edmund W., M.A., M.D. (Dub.)
Dixon, Augustus E., M.D., F.C.S., Prof. of Chemistry, Queen's Coll., Cork.
Falkiner, Ninian M., M.B., M.Ch. (Dub.), F.C.S.I.
Lapper, Edwin, L.K.Q.C.P.I., Lec. in Chem., Ledwich School of Medicine.
Letts, Edmund A., PH.D., F.C.S., Prof. of Chemistry, Queen's Coll., Belfast.
Maccallan, John, Laboratory, Royal College of Surgeons, Ireland.
M'Hugh, Michael, M.B. (Dub.), Senior Mod., T.C.D.
Moss, Richard J., F.C.S., F.I.C., Registrar and Chemical Analyst, Royal Dublin Society.
Pratt, J. Dallas, M.A., M.D.
Reynolds, James Emerson, M.D. (Dub.), F.R.S., Professor of Chemistry, University of Dublin.
Robertson, Mary W., M.A. (R.U.I.)
Werner, Emil A., F.C.S.

BOTANY.

Anderson, R. J., M.A., M.D. (R.U.I.), Prof. of Nat. Hist., Queen's Coll., Galway.
Boulger, G. S., F.L.S., F.G.S.
Dixon, Henry H., B.A., Sen. Mod., T.C.D.
Hartog, Marcus M., M.A., D.Sc., F.L.S., F.R.U.I., Prof. Nat. Hist., Queen's College, Cork.
Melville, Alex. G., M.D. (Edin.), M.R.C.S.E., Ex-Professor of Natural History, Queen's College, Galway.

Pim, Greenwood, M.A. (Dub.), Sen. Mod., T.C.D.
Sigerson, George, M.D., M.CH. (R.U.I.)
Wilson, Andrew, PH.D., F.R.S.E., F.L.S.
Wright, Ed. Perceval, M.D. (Dub.), Professor of Botany, University of Dublin.

Drawing.

Atkinson, George M., Exam., Science and Art Dept., South Kensington.
Bowler, H. A., Inspector and Assist. Director, Art Division, Science and Art Department, South Kensington.
Carroll, John, Art Master, Hammersmith Training Coll.
Conan, Florence.
Craister, Walter, Head Master, Government School of Art, Stevenson Memorial Hall, Chesterfield.
Crowther, W. E.
Harris, Robert, Art Master, St. Paul's School, London.
Jackson, Joshua, Art Master, Manchester Grammar School.
Keogh, Alice M.
Langman, A. W. F., Senior Drawing Inspector to the London School Board.
Lindsay, Thomas M., Drawing Master, Rugby School.
O'Brien, Edward Stewart, B.A., B.E. (R.U.I.)
Prendergast, P. J., C.E.
Rawle, John S., F.S.A.
Scully, T., B.E. (R.U.I.)
Vinter, J. A., London.

Theory of Music.

Allison, H., MUS.D. (Dub.)
Elliott, Stanislaus.
Garrett, George, MUS.D., M.A. (Cantab.)
Gater, William H., B.A., MUS.D. (Dub.)
Gick, Thomas, MUS.D. (Dub.)
Goodwin, W. G.
Hanratty, J. H.
Hoffmann, F.
Houghton, Edward.
Jozè, T. R. G., MUS.D. (Dub.)
Kerbusch, L., MUS.D. (Dub.)
Malone, Robert, MUS.D. (Dub.)
Marks, J. Chr., MUS.D. (Oxon.)
Marks, T. Osborne, MUS.D.
Muntz, Ellie.
Rogers, Brendan J.
Seymour, Joseph, MUS.B.
Smith, Joseph, MUS.D. (Dub.)
Taylor, Charlotte M., MUS.B. (R.U.I.)

Domestic Economy.

Barlow, Jane.
Barrington-Ward, M. J., M.A. (Oxon.), H.M. Inspector of Schools.
Gallaher, Fannie M.
Harrison, W. Jerome, Science Demonstrator, Birmingham School Board, &c.
Moore, Louisa.
Todd, Mary B.

Shorthand.

Holt, Henry
Hunt, Henry.
Ryan, Charles.

Appendix II.

LIST OF EXAMINERS

Selected, with the Approval of the Lord Lieutenant, to Conduct the Examinations in 1894.

Greek and Latin.

Dougan, T. W., M.A., Ex-Fellow, St. John's College, Cambridge, Professor of Latin, Queen's College, Belfast.
Doyle, Charles F., M.A. (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.
Kelly, Very Rev. J. J., Canon.
Kerin, R. C. B., B.A. (London).
Maguire, Rev. E., Professor of Classics, St. Patrick's College, Maynooth,
Molohan, John P., B.A. (Dub.), Sen. Mod., T.C.D.
Montgomery, Robert, M.A., University Student (R.U.I.), B.A., 1st Class Classical Tripos, Cantab.
Morgan, Rev. W. Moore, M.A., T.C.D.
Rice, Rev. James, B.D. (Dub.)
Wilkins, Rev. George, M.A. (Dub.), F.T.C.D.
Wilson, Herbert, B.A. (Dub.), 1st Sen. Mod., T.C.D.

English.

Barry, Rev. Louis Aug., LL.D. (Dub.)
Clancy, Rev. John J., Professor of English Literature, St. Patrick's College, Maynooth.
Colclough, John D.
Croly, D., M.A. (R.U.I.), Professor of English Literature, Catholic Training College, Drumcondra.
Dixon, W. M., B.A., LL.B., 1st Sen. Mod., T.C.D.
Evans, Rev. Henry, D.D.
Henry, Rev. J. Edgar, M.A. (R.U.I.)
Joyce, P. W., LL.D., Ex-Professor, Board of National Education.
Macran, Henry S., M.A., F.T.C.D.
Magennis, William, M.A., F.R.U.I.
Nicolls, Archibald J., LL.B. (Dub.)
Owens, Rev. R., St. Patrick's College, Maynooth.
Park, John, M.A. (R.U.I.), F.R.U.I., Professor of Logic and Metaphysics, Queen's College, Belfast.
Story, Mary, M.A., University Student, R.U.I.
Taylor, John F., B.A.

French.

Amours, F. J., B. es L., French Master, Glasgow Academy.
Barbier, Georges E., Lecturer in French, The Athenæum, Glasgow.
Cogery, A., B.A., L.L. (Paris), Examiner in French, Trinity College, London.
Hogan, Rev. J. F., St. Patrick's College, Maynooth.
Janau, Elphege, Assistant Examiner in the University of London.
Oger, V., French Lecturer, Univ. Coll., Liverpool.
Spencer, Frederic, M.A., PH.D., Professor of Modern Languages, University College, Bangor.

German.

Steinberger, Valentine, M.A. (R.U.I.), Professor of Modern Languages, Queen's College, Galway.

Spanish.

Steinberger, Valentine, M.A. (R.U.I.), Professor of Modern Languages, Queen's College, Galway.

ITALIAN.

Farinelli, A. Professor of Italian, University College, London.

CELTIC.

Murphy, Rev. James E. H., M.A., (Dublin), Ex-Siz., Bedell Sch., T.C.D.

MATHEMATICS.

Fry, M. W. Joseph, M.A. (Dub.), F.T.C.D.
Griffin, Gerald.
Inwood, Thomas W., B.A., Professor of Mathematics, St. Gregory's College, Downside, Bath.
Johnston, J. P., M.A. (Dub.), Sen. Mod., T.C.D.
Johnston, Swift P., M.A. (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.
Joly, C. J., M.A., 1st Sen. Mod., University Student, T.C.D.
Kelly, Patrick.
Lennon, Rev. Francis, D.D., Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.
M'Weeney, Henry C., M.A. (R.U.I.), Sen. Mod. (T.C.D.)
Orr, Wm. M'F., M.A. (R.U.I.), Sen. Wrangler, Fellow of St. John's College, Cambridge; Professor of Applied Mathematics and Mechanism, Royal College of Science, Ireland.
Power, Rev. Thos. R., Prof. of Mathematics, St. Patrick's Coll., Thurles.
Rea, James C., B.A. (R.U.I.), Professor in the Church of Ireland Training College, Kildare-place.

ARITHMETIC AND BOOK-KEEPING.

Dowd, Rev. James, B.A. (Dub.), Sen. Mod., T.C.D.
Dowling, P. A. E., B.A.
Keoghan, Rev. Patrick, B.A. (R.U.I.)
Whitton, Fredrick A., Accountant, Representative Church Body.

NATURAL PHILOSOPHY.

Coffey, George, B.E. (Dub.)
Joly, John, D.SC., F.R.S.

CHEMISTRY.

Letts, Edmund A., PH.D., F.C.S., Prof. of Chemistry, Queen's College, Belfast.

BOTANY.

Sigerson, George, M.D., M.CH. (R.U.I.)

DRAWING.

Carroll, John, Art Master, Hammersmith Training College.
Crowther, W. E.
Keogh, Alice M.
O'Brien, Edward Stewart, B.A., B.E. (R.U.I.)

THEORY OF MUSIC.

Glck, Thomas, MUS.D. (Dub.)

DOMESTIC ECONOMY.

Gallaher, Fannie M.
Todd, Mary B.

SHORTHAND.

Holt, Henry, B.L.
Ryan, Charles.

Appendix III.

EXTRACTS FROM THE REPORTS OF THE EXAMINERS, 1894.

GREEK.

Senior Grade.—First Paper.—Boys.

Report of J. P. Molohan.

The result of the examination of the First Greek Paper of the Boys of the Senior Grade is highly satisfactory.

The questions in grammar—accidence, accentuation, and syntax—were answered creditably.

The composition, on the whole, was well done. The renderings of many of the candidates were admirable, both for grammatical accuracy and the employment of correct idioms. This showed that these candidates had studied the prescribed prose author—Demosthenes, Olynthiacs—with a view, not only to learning the translation, but to mastering the Greek phrases and expressions characteristic of Demosthenes. It would lighten the labours of the Examiners, if the student, when making several copies of the composition, would cross out all except the one by which he elects to be judged.

The passages from the Olynthiacs were translated into vigorous and idiomatic English. A large proportion of the candidates obtained nearly full marks for translation. The answers to No. 11—questions arising out of the subject-matter of the author—were not so satisfactory.

I have much pleasure in adding that most of the papers were neat, and the answers carefully arranged, showing, in this respect, a marked improvement over the Greek papers of the same grade that I examined last year.

Senior Grade.—Second Paper.—Boys.

Report of T. W. Dougan.

The answering of the candidates on this paper is, on the whole, very satisfactory. Decidedly weak papers are few. As a rule, candidates have not neglected any part of the paper. There seemed to be a more intimate acquaintance with the text of the prescribed author than I have found on previous occasions.

The answers to part (*b*) of the question upon metre were the most disappointing portion of the work. It is very evident that few of the candidates know what a *main caesura* is. The verse passage for unseen translation was, as usually happens, better done than the prose passage.

I should recommend candidates to read over, from time to time, a few pages of their prescribed prose subject which they have previously carefully prepared. They should read it at the same rate of speed as they would an English history or speech. This will imperceptibly cause the prose rhythm to steal into their minds, and greatly improve both their composition and their unseen translation.

Middle Grade.—First Paper.—Boys.

Report of J. P. Molohan.

The work sent up by the Boys of the Middle Grade in answer to the questions set on this paper was excellent alike in grammar, composition, translation, the subject matter of the author, and scansion. There were very few "blank" papers, and not many written in a careless manner.

The question in grammar which gave most trouble to the weaker candidates was No. 1, that on the declension of nouns.

When selecting the sentences for composition, the examiners, while avoiding a direct translation, adapted these sentences from the prose work set for this grade—Plato, The Apology of Socrates—and they did so, to see how far the students had devoted themselves to an intelligent study of their author. The result is one, on which both teachers and students deserve the warmest congratulation. The compositions showed not only a good knowledge of the laws of Greek construction and accentuation, but in many cases the phraseology was identical with that of Plato. Some candidates gave alternative renderings of the sentences. It would be better, in my opinion, to give only one.

The translation into English was capital, both as regards accuracy and style. A large number quoted quite correctly the lines asked in No. 9, while there were very few that did not make a fairly successful attempt at quoting them. The scansion question was also well answered, and the peculiarities noticed by most of the candidates.

Middle Grade.—Second Paper.—Boys.

Report of R. C. B. Kerin, B.A., and J. P. Molohan, M.A.

We consider that the answering in this paper reflects great credit on the candidates and the schools that prepared them. The translation of the Plato was excellent. Many candidates, however, displayed ignorance of the Greek particles, translating them indiscriminately by "indeed," or "at least," without regard to the sense. Passage A was done exceedingly well by nearly everybody. Passage B proved a stumbling-block to several, who failed to grasp the force of *τοιοῦτος*, *οἷοσπερ*, *ὅταν*, and *ὥσπερ* with the future participle. The questions on the subject matter were admirably answered. Question 3, which dealt with the parsing of words occurring in the author, was not quite so satisfactory. The translation at sight was, on the whole, very good, and showed that the candidates had been well trained. The history was weak, generally speaking; in some cases the questions were not tried at all. There were, however, some excellent papers, in which the questions were answered in a clear and concise manner. Candidates, even when they

are certain of its correctness, should guard against giving information which is not required by the examiners. For instance, some when asked to give the life of Alexander the Great from his accession to the invasion of Persia, gave either a full account of his father's career, or of the conquest of Persia.

We are glad to be able to add that the general neatness of the papers deserves special commendation.

Junior Grade.—First Paper.—Boys and Girls.

Report of Rev. George Wilkins, m.a.

(*a*) The answering in Greek of the Junior Grade candidates contrasted favourably with the answering in Latin of those Junior Grade candidates whom I examined. It was more intelligent in every way. But though the efforts made to master the grammar had been admirable, the learning of the irregular verbs had evidently proved too difficult a task for many of the boys, and therefore, of course, they were weak in composition. All, however, made some attempt to compose, and many succeeded brilliantly.

(*b*) It is absolutely necessary to continue the use of the "word for word" translation, as a touchstone of intelligent mastery of the prescribed author. Some candidates, beyond all doubt, learn "a translation" by heart, trusting to the chance of recognizing some word which may serve as a cue to set them going. The best boys gave the *ordo verborum* and the translation in parallel columns; obviously, the most intelligent arrangement and the clearest to the sight.

Junior Grade.—Second Paper.—Boys.

Report of T. W. Dougan.

I have examined the work of the candidates in Greek of the Junior Grade.

The second piece of prepared translation was better done than the first, many candidates appearing not to collect their thoughts until they had been some time in the Examination room. It happened in rather many cases that candidates who did badly upon the prescribed author got high marks for unseen translation. On the other hand it was seldom found that those who did well upon the prescribed author broke down in unseen translation. This was due, I suspect, to the fact that candidates, being aware that translation at sight is marked very high, took special care to do their best upon it; their teachers, however, would do well to warn them that the marks allotted to prepared work are far too high to be thrown away.

There was a small percentage of candidates who did nothing whatever in the examination, being present, it would seem, in the examination room through no choice of their own. This number, however, was very much lower than when I examined eight or nine years ago.

There was a larger, though not an absolutely large, percentage of candidates whose teachers would evidently have done better to have prepared them for the Preparatory Grade. These candidates, in many

instances, displayed the spectacle of a boy struggling manfully with a subject which was quite beyond his capacity. They very commonly gave the impression that they were doing their very best, and yet they produced very little result.

I think that teachers generally admit that it pays well to spend time ungrudgingly in mastering the elementary work, and I am convinced that when this is done the pupil who has any aptitude for the subject will advance by leaps and bounds, and soon leave behind those who have been hurried forward into higher classes before they had any accurate knowledge of the lower work.

Preparatory Grade.—First Paper.—Boys and Girls.

Report of Rev. George Wilkins, M.A.

From the answering it appeared clear that a knowledge of the whole Greek Grammar is too much to expect from the rank and file of boys and girls in the Preparatory Grade. As soon as they reached the questions on the verbs, many candidates who had shown thorough mastery of the earlier portions of the grammar, were quite out of their depth, and of course in the Composition were utterly at sea. From the painstaking character of the answering of the rank and file, and the really admirable answering of the others, it was plain that both students and teachers had done their best, but owing to the intrinsic difficulties of the great task set them, and perhaps to the number of rival subjects studied concurrently, a large proportion were unable to conquer their work completely. This indicates no falling off in the study of Greek; the report of last year tallies with this year's tale, and seems to show that the whole grammar (with Composition exemplifying its rules) is a task too severe for any but exceptionally clever boys and girls of this grade.

The girls showed such uncertainty with regard to the use of the aspirate and the *iota subscriptum* that some defect in their teaching may be presumed.

Preparatory Grade.—Second Paper.—Boys and Girls.

Report of Rev. E. Maguire, D.D.

The "word for word" translation was almost everything that could be desired. Obviously, this element of the examination receives exceptional attention. Only one question, embracing two passages, and carrying a pretty high maximum of marks, was proposed to be so rendered; and it is satisfactory to record that from 80 to 95 per cent. was not an unusual award, while many scored full marks. Indeed, the tendency on the part of the pupils this year, was to extend this form of translating far beyond the prescribed limits, to the bewildering embarrassment of the examiner. Many answer books presented the dismembered parts of a kind of mosaic-work, very difficult to put

together. The writers of such papers either carried in their minds throughout the idea impressed on them by constant practice, that they should give the Greek word first and its English equivalent immediately after; or, their primary aim was to make the most of the passages before them, and they studiously wrote down the Greek word, even where they knew it was not asked for, to show that they had a knowledge of the vocabulary, though they might have failed to master the full sense. Everybody knows the difficulty of making pupils under fourteen years comprehend, fully and precisely, the bearings of all the questions, however carefully they may be worded, on an examination paper, where they are crystallised in writing, and where repeated and cross examination is precluded by the very nature of the case. Unfortunately, or perhaps sometimes fortunately, for the candidates, the examiners cannot even take into consideration the impression made by the general tone of an answer-book. They must follow rigidly the legal principle of attending only to the "*allegata et probata.*"

The following hint will appear rather hackneyed, but it is the very reverse of superfluous:—*Candidates ought to read over with keen attention the entire examination paper before they begin to write their answer to any question.* Time occupied in trying to understand in what mould precisely the answers are to be cast, is very far from being wasted. First thoughts, which do not commend themselves as entirely free from doubt, may be securely committed to the back of the page as "rough work," where they cannot in any way influence the examiner.

Two other features conspicuous in the Answer-books, viewed as a whole, deserve special comment. The "Translation at Sight" was marvellously well done by a comparatively large number of the candidates, while an exceptionally small percentage failed to attempt it, with a fair amount of success. This is a progressive stride, which my experience had not prepared me to expect. Again, the number of total failures threatens soon to reach zero. Evidently, neither teacher nor pupil regards the small "f" of the Pamphlet as possessing any attractive charm.

The answers in History and Geography were a vast improvement on those of last year.

Senior Grade.—First Paper.—Girls.

Report of J. P. Molohan.

The answering of the Girls on this paper does not call for any comment other than what I have made on the Boys. It is creditable that all the Girl candidates have passed.

Senior Grade.—Second Paper.—Girls.

Report of T. W. Dougan.

I have examined the work of six girls upon this paper. One of these candidates did really good work, the other five did very fairly. The remarks which I have made in detail about the answering of the boys on this paper apply also to the answering of the girls.

Many candidates have a tendency to write answers upon points to which the question does not refer (and girls seem more prone than boys to do this). For instance, several candidates, boys and girls, wrote at great length a description of the circumstances in which Demosthenes died—the *causes which led to* his death were asked for. Similarly the *constitutions* of the Achaean and Aetolian Leagues were to be described —a number of histories of these two leagues were given.

The examiner can scarcely give marks in such a case, while the candidate usually loses time and fails to complete the paper.

MIDDLE GRADE.—FIRST PAPER.—GIRLS.

Report of J. P. MOLOHAN.

The remarks which I have made on the Boys are equally applicable to the Girls. I wish, however, to notice that the answering of the candidate who has obtained highest marks amongst the Girls falls little short of that of the best of the Boys.

MIDDLE GRADE.—SECOND PAPER.—GIRLS.

Report of J. P. MOLOHAN.

The answering of the three Girls who presented themselves for examination in this paper was good, with the exception of the history. The translation of the Apology of Socrates and the grammar were fairly known, and the answers to the questions on the subject matter of the author were still better. I wish to draw particular attention to the excellence of the translation at sight, which shows that these students have acquired a sound knowledge of Greek. The history questions were scarcely attempted. This is to be regretted, as, with a little application to this branch of the programme, these candidates, who did so well in the rest of the work, were bound to score highly in the history also.

JUNIOR GRADE.—SECOND PAPER.—GIRLS.

Report of T. W. DOUGAN.

I have examined fifteen girls in this grade. Of these, one gained very high marks, four or five gained high marks, while five or six were marked very low.

The remarks which I have made about the answering of the boys of this grade apply also to the answering of the girls, and the following remarks apply to the work of the boys just as much as to that of the girls.

It appears to me to be at once one of the most important and one of the most irksome parts of the teacher's duty to insist on receiving from his pupil a translation which is good English and makes good sense.

The beginner scarcely realizes that the passages he is translating have a satisfactory meaning, while the teacher is often very well satisfied if the pupil knows the meaning of the individual words, and does not show himself very critical as to how these meanings are tacked together.

A slovenly habit is apt to be developed by the pupil in consequence, and to stick to him throughout his course.

One of the many advantages to be looked for from a classical education I take to be the improvement of the student's command of the English language. This advantage will certainly be missed if the pupil is allowed to translate into a jargon which is not English, although it may sound familiar to his wearied and bilingual instructor. An examiner in Greek will scarcely criticise the English set before him as severely as he would if he were an examiner in English. But still, when he calls for "Translation into English" he has a right to insist on having the simple rules of English syntax observed, a clear sense conveyed by each sentence, and the sentences within each period connected with one another by suitable connecting particles. A certain number of candidates, many of them evidently possessing considerable knowledge of Greek, work on a totally different principle, appearing to think that a rough indication of the line of thought by means of jerky and unconnected clauses suffices.

The task of reproducing the exact effect of a paragraph written in an ancient inflected language, by means of a paragraph in a modern uninflected language, involving, as it often does, a rearrangement of several of the clauses to be translated, necessarily exercises and develops the student's powers of expression. The pupil who has been allowed to work on the principle indicated above misses all this advantage. His classical education has in fact been neglected. But to outsiders who are unaware of the circumstances, his defects will probably serve as arguments against the study of classics.

LATIN.

Senior Grade.—First Paper.—Boys.

Report of Charles F. Doyle, M.A.

This paper comprised questions in Grammar, passages for Prose and Verse Composition and an examination in Livy, Book V.

The answering on the Grammar portion of the paper was on the whole good, and in many cases very good, but a large number of the candidates seemed wholly unable to utilize their knowledge of Grammar in the translation from English into Latin Prose. This would seem to point to a want of practice in Latin Composition and an insufficient appreciation by students of the object of learning Grammar. I had occasion to make somewhat similar remarks about the answering in the Junior Grade last year. Of course these observations must not be taken to be of anything approaching to universal application as there were among the answers many instances of really good compositions, and many others of what would have been really good compositions but for the occurrence of two or three stupid errors.

Hardly any candidate attempted the Verse Composition, and no candidate obtained more than 20 marks in it (out of a total of 75).

The Livy was well known and had evidently been carefully prepared.

Several of the candidates, and some of them among the best, adopted the highly inconvenient practice of writing two copies of the Composition and leaving both open to examination. This may have arisen from mere forgetfulness to cancel the first, though in one or two cases the first was slightly the better of the two.

Senior Grade.—Second Paper.—Boys.

Report of Rev. E. Maguire, D.D.

The idea uppermost in my mind, on sitting down to report on the answer-books in this department, is that in the case of the vast majority of average boys, entirely too much attention has been given to mere verbal translation. This, no doubt, indicates the expenditure of a great deal of time and mental energy, and claims a commensurate acknowledgment in the form of marks; nor can such a mode of preparation be condemned on the ground that it is impolitic for present purposes on the part of pupil or school. Moreover, it is the highest level of development that 30 per cent. of the candidates could reasonably aspire to. But I think I am justified in suggesting that in the Senior Grade the sense, over and beyond the mere words, should command closer inspection. The notable fact that the really brilliant students have abandoned all stereotyped forms of translation, and have proved their intimate acquaintance with the language by rendering the passages from unprescribed authors or works, almost as accurately as those culled from the books set forth in the programme, encourages me to express a view that many esteemed teachers and examiners may dissent from. Indeed, I should be sorry that my suggestion would be acted on beyond reasonable limits. Where a candidate writes down the correct translation, the examiner must give full marks.

Pupils ought to be taught to cultivate precision in their answers. The system of periodic examinations, on the lines of the June Intermediate papers, is highly commendable. Quite a number of students, whose answering is admirable in parts, and who never come within view of the nadir of ignorance by any possibility, express themselves in an unconsidered and slovenly fashion. For instance; the following is a casual illustration of what I wish to convey, not specially selected, and the work of a student who scores pretty high marks:—"The Pantheon was a temple where all the gods were *kept*." The reader would imagine it was a kind of menagerie.

Another point I wish to call attention to, is the Prosody. It is not an uncommon thing to encounter an answer-book giving merely the quantities of all the syllables in the defined stanza. How could any marks be assigned in such cases? What is asked for is the *scansion*, and unless that is given, no credit can be awarded. Many add that the metre is Alcaic. Quite right! But where is the *scansion?* Above all the metres Horace employs, the Alcaic predominates, and there is no excuse for failing to give a good account of it.

Middle Grade.—First Paper.—Boys.

Report of Robert Montgomery, m.a.

Although very few of the candidates in this grade failed utterly, yet the answering cannot be regarded as entirely satisfactory.

While many of the students scored very high marks in grammar, a goodly number exhibited lamentable weakness in this part of the subject. The accidence was, on the whole, fair, but the syntax left much to be desired. In turning the passage from Cicero into *Oratio Obliqua*, only a small proportion of students seemed to understand clearly what they were doing, the majority seeming to consider it quite sufficient to scatter subjunctives about freely.

One part of the paper which was very unsatisfactory was the answering of the prosody questions, most of the candidates it is true succeeded in scanning the lines, or at least part of them; but this was obviously done in a haphazard kind of manner, as was shown when the writer attempted to explain the line by notes. In the first part of the question, where candidates were asked to distinguish the meanings of a few simple words according to the quantity of the important vowels, a painful want of knowledge was exhibited, and one could not help feeling that there were but few boys in this grade who could read a short piece of Latin text without hurting the feelings of a person sensitive about false quantities. This is a point which shows scholarship, or the lack of it, but in a written examination it is not very paying, and therefore seems to be wholly neglected in most of our schools.

It is impossible to praise the composition. About ten per cent. of the candidates did the short sentences excellently, and wrote very creditable continuous prose, but in most cases the Latin was simply a succession of painful blunders, showing an utter disregard of concord, sequence of tenses, or any of the ordinary grammatical rules.

The verse composition was conspicuous by its absence: only about half a dozen boys took any notice of it at all, and of these two or three were fairly successful. The piece selected was so easy, and the paraphrase so full, that any boy who had the faintest knowledge of prosody ought to have been able to make something out of it.

The most satisfactory part of the paper was the Cicero: for this I have nothing but praise; not only were the extracts well translated, but the questions on the subject matter, and on the various phrases requiring explanation, were answered in such a manner as to show clearly that this part of the subject had been carefully and intelligently studied.

It is quite evident that the greatest amount of attention is bestowed on the translation. This is, of course, as it should be, but still, if boys are to make any pretentions to Latin scholarship, other subjects ought not to be entirely neglected.

It is too common in Irish schools to find that the teaching of Latin composition consists in running rapidly over a few sentences at the beginning of the period devoted to Latin, the boys scoring out what is wrong without knowing clearly why it is wrong, while all parties are hurrying on to the translation, as the real work of the hour. Teachers should be recommended to devote more time and care to the teaching of syntax combined with composition; this ought to be done by oral as well as written examination, accompanied by lucid demonstrations of the constructions on the black board. The result of the present system is, that boys have a hazy idea that a phrase like 'there is no doubt

that' ought to have some word beginning with '*dub*' followed by the word '*quin*,' but are quite unable to carry the construction any further; while in the case of the 'ablative absolute' most boys seem to imagine that this much abused idiom ought to be dragged in every time they come across the word '*having*.'

Middle Grade.—Second Paper.—Boys.

Report of Herbert Wilson, B.A.

The answering on the whole was very good, with the qualification that there were evident signs of a very large percentage of the candidates having learnt by heart the translation of the prescribed book.

Some of the candidates translated the passages for translation at sight remarkably well; the verse passage, however, appears to have been found somewhat difficult by the majority of the candidates.

Junior Grade.—First Paper.—Boys.

Report of Robert Montgomery, M.A.; Rev. W. Moore Morgan, LL.D.; Rev. James Rice, B.D.; Rev. George Wilkins, B.D.

In Accidence the results are disappointing—less satisfactory than in 1893. Surprisingly few boys could give the gen. sing. of *pedes* or the perf. subj. of *cedo*. The knowledge of the numerals was very limited, and in many of the answers to question 2 there was a lamentable disregard of the second concord.

In Syntax many answered fairly, the difficulties in question 5 (equivalents for English prepositions) being very creditably dealt with by a large number.

The Compositions were somewhat better than those of the Junior Grade last year. About one-fifth of this year's candidates have scored over 65 per cent., while nearly the same number have failed altogether. In many cases knowledge of constructions has been neutralised by gross violations of the simplest concords. On the other hand, boys who showed no idea of the government of sentences had got hold of stock phrases like "*certior fieri*" and "*non dubium est quin*," while unable to produce better Latin than "ducem certior facti sunt," "juvene me scripsit multæ epistolas." We would strongly urge teachers to insist on much closer attention to the *simplest* rules of Syntax.

The translations were, on the whole, very fairly done. There is the usual evidence of slovenly and inaccurate work, especially in the rendering of the long sentence in passage C. What has been said about the "word for word" translation of Greek holds good of Latin also: *supra* p. 9 (*b*). Many boys went absurdly astray in the "word for word" translation who gave the English of the rest of passage A correctly. Still, on the whole, the translations from Cæsar were more satisfactory than those from Cornelius Nepos in 1893.

JUNIOR GRADE.—SECOND PAPER.—BOYS.

Report of R. C. B. KERIN, B.A.; Rev. E. MAGUIRE, D.D.; HERBERT WILSON, M.A.

We have much pleasure in stating that the papers, on the whole, were very creditably answered, and that a large number of answer-books showed marked excellence. The translation from Virgil was exceedingly accurate; but, as almost invariably happens, many candidates, by reproducing, in the exact words, easily recognisable forms from English notes and translation books, proved that their work was more or less mechanical.

The habit of inserting explanations of obscure words or phrases, in the middle of the English rendering, must disturb the continuity to some extent; it is much more satisfactory to reserve such remarks for the end of the passage in question.

With these trivial limitations, we are glad to report that the work of translating showed abundant evidence of industry and intelligence.

The answers to the Grammar questions from the author were excellent in very many cases; some candidates left nothing to be desired in the way in which they discussed the syntactical difficulties they had to deal with.

An unusually large percentage of the answer books showed great success in the rendering of the first passage for translation at sight; the second passage presented greater difficulty.

The results in the History examination are very gratifying; but, unimportant facts are frequently dwelt on at an unnecessary length. This was specially evident in the case of the last question. ("State briefly what you know concerning Fabius Cunctator and Cato.")

PREPARATORY GRADE (BOYS).—FIRST PAPER.

Report of CHARLES F. DOYLE, M.A., and Rev. W. MOORE MORGAN, LL.D.

A large number of the candidates answered the Accidence questions (1, 2, 3,) very fully and accurately. This applies especially to the conjugation of the verbs in question 3, which were rather out of the beaten track.

The same cannot be said of the answers to the questions on Syntax. Very few attempted question 6, and clear answers to question 5, (*a*) and (*b*), were rare.

More pains seem to have been taken with the Composition. In some cases the exercises were very well done, and few left them altogether untried.

The translations from Cæsar were in several cases extremely good, and showed careful and intelligent preparation; there were very few traces of the committal to memory of the English version so often noticed when prescribed portions are short. This would seem to indicate the advantage of "selections" over continuous portions of authors for junior students, as rendering the use of translations (so fatal to all beginners) much less likely. More intelligence was shown in the "word for word" translation (8, *a*) than in the corresponding work of the Junior Grade Boys.

In most cases the papers were neatly written, and the spelling was good.

PREPARATORY GRADE.—SECOND PAPER.—BOYS.

Report of Very Rev. J. J. KELLY and JOHN P. MOLOHAN.

The passages from Ovid were, on the whole, well translated, but when we found the inability to conjugate the verbs and decline the nouns occurring in these passages, and the ignorance of elementary syntax shown in answering question 2, by several candidates who translated fairly well, we were forced to conclude that, in these cases, the translation had been got up from printed English versions, and afforded no proof of any sound knowledge of the rudiments of the language. We think it would be well regularly to require the pupils to parse every word in a passage fully and accurately, and not merely those words which present some special difficulty. A considerable number seemed not to have prepared the selections from Ovid at all, and confined their study to Roman History, trusting to their general knowledge to answer questions in Syntax and translate at sight. We could not otherwise account for their poor attempts at translating the passages set, where the quantity to be prepared was so small. Yet we consider it showed a creditable knowledge of Latin that some of those who evidently had not prepared the Ovid at all, passed on the translation at sight, Syntax, and History Questions. Some secured passes by answering in the prescribed book and the passage for translation at sight, while they seemed to have entirely neglected the Roman History, by some attention to which they could have passed with honours. Such answers as "Numa Pompilius built churches and monasteries", and "The Comitia Tributa was the first Plebeian Consul", are not satisfactory as the result of a year's study of the Outlines of Roman History. There were, however, some very good History papers, and the History, on the whole, was fairly known.

The attempts at the translation of the unprepared passage were generally weak, showing in many cases ignorance of the common concords, and the rudiments of Latin construction. Passages cannot be translated at sight without much labour and practice on the part of pupils, and continual instruction and correction on the part of teachers. There was a considerable number of "blanks."

We have pleasure in adding that a large proportion of the papers were neat and legible, and had the answers carefully arranged.

SENIOR GRADE.—FIRST PAPER.—GIRLS.

Report of CHARLES F. DOYLE.

The girls' compositions, though satisfactory, were (with one or two notable exceptions) not so good as the average of the boys', while their knowledge of the prescribed Book of Livy seemed more accurate and intelligent.

The observations made on the whole examination in my report on the boys' answering apply also to the answering of the girls.

SENIOR GRADE.—SECOND PAPER.—GIRLS.

Report of Rev. E. MAGUIRE, D.D.

Forty-three girls presented themselves in this paper, and it is gratifying to be in a position to report that not even one out of the forty-three failed to secure the percentage of marks required for a pass in the subjects of the paper. Indeed, I find that the number who have not reached 50 per cent. is under five. Another striking fact is, that the girl who has got the highest award, scores precisely the same number of marks as the boy receiving highest marks from me—that is, 520 out of a maximum total of 570. As a rule, the "translation at sight" was not their strong point, but in the case of text-books, history, &c., they have shown that they possess much more retentive memories than the boys. The answering all round in this paper is decidedly the best I have ever encountered in any grade.

MIDDLE GRADE.—FIRST PAPER.—GIRLS.

Report of R. MONTGOMERY, M.A.

The answering on this paper was fair, but the number of really good papers was comparatively small. As with the boys, the translation was the most satisfactory part of the work: with a few exceptions the syntax and the composition were very weak indeed. A large proportion of the candidates did not attempt the continuous prose at all, and only a very few were at all successful in their treatment of it. It is a pity that with girls so little attention is given to syntax and composition, which afford such an excellent training for the mind when properly studied: but it seems to be the case that most attention is devoted to a smattering of accidence, and the knowledge of an author which can be gained from a translation.

MIDDLE GRADE.—SECOND PAPER.—GIRLS.

Report of HERBERT WILSON, B.A.

I examined seventy-seven of these papers, and found the answering on the whole excellent. The translation passages from the prescribed work were very well done by almost all the candidates. The parsing was rather weak.

My remarks on the same paper (for boys) as to the passages for translation at sight apply equally to the girls.

JUNIOR GRADE.—FIRST PAPER.—GIRLS.

Report of Rev. JAMES RICE.

The general answering in Grammar and Composition was far from satisfactory. There was, however, a fair proportion of good papers, and some I would say were very good. The total disregard of the simplest rules of Syntax by the great majority of those examined was very

observable, and the word for word translation was, in most cases, very poor. In fact, no attempt was made in these papers to make any kind of connected sense of the passage. The general translation of the passages selected was fairly well done on the whole.

I would strongly recommend that both teachers and pupils should be advised to devote more attention to the ordinary declensions of nouns and adjectives, the conjugations of the regular verbs, and the prepositions, with the cases they govern, before entering on the more difficult parts of Grammar. I think it is most desirable to secure, if possible, a sound fundamental knowledge of Grammar, and this, I believe, would be best done by encouraging pupils to pay more attention to the elementary parts of it.

JUNIOR GRADE.—SECOND PAPER.—GIRLS.

Report of THOMAS W. DOUGAN, M.A.

The general impression derived from reading the 245 sets of answers sent in by the girls of the Junior Grade was very favourable. Scarcely any blank or very weak papers were sent in, while some of the work was of a very high order.

I should however pronounce the average performance to have been respectably mediocre rather than brilliant.

The translation from the prescribed book of Virgil was well done Careful preparation and honest work were abundantly indicated. If more candidates had possessed and used handy classical Atlases of their own there would have been more precision in the answering upon points of Geography.

The weakest work was shown in dealing with the question upon metre. Comparatively few were able to mark the scansion of an ordinary hexameter line free from metrical peculiarities, and yet (one of the few indications of cramming which I observed) a number who failed in this were prepared for the peculiarity of a line *of exceptional build*.

In Unseen Translation too many candidates proved wholly unable to deal with the construction of an ordinary sentence from Cæsar. It appears to me that teachers require in the first place to inform the average pupil that a translation from a Latin author, if correct, will make lucid sense, and in the second place, to prepare him or her for producing such translations by seeing that he or she clearly understands the *little words* of the sentence, especially the *connecting* words—conjunctions, pronouns, &c.

More candidates were successful with the unseen Verse extract (from Virgil), yet here the majority paid far too little regard to the ample information afforded to them by genders, numbers, and cases. Most of these ladies, for instance, translated Iris into a young man, under the name of Irus, though the text eloquently opposed their proceedings.

These candidates did not neglect History. The average mark here was high. A minority of candidates furnished dates for nearly every event, and yet failed to give any further information. Knowledge so limited can scarcely improve the mind any more than it can satisfy the examiner.

PREPARATORY GRADE.—FIRST PAPER.—GIRLS.

Report of Rev. W. MOORE MORGAN, LL.D.

The answering in Accidence was satisfactory, quite as good as that of the boys in the same grade, but, as with the latter, Syntax was the weak point, and few did well in it.

The Composition results were indifferent: very few showed a clear idea of construction. Of the 178 girls examined, nearly one-fourth failed altogether in Composition, and only 11 scored more than 65 per cent. The translations from Cæsar were well done by a few, though, strangely enough, some of the best overlooked the requirement of "word for word" translation altogether. There was evidence, in these cases, of a painstaking study of the prescribed selections. The majority, however, showed great neglect of the translation work. Very many failed altogether in the two longer passages: the wildest shots were often made, the English given having no apparent connexion with the original.

The questions on the author were, on the whole, well answered; in fact, several showed knowledge of these questions who failed entirely in translation.

PREPARATORY GRADE.—SECOND PAPER.—GIRLS.

Report of Very Rev. J. J. KELLY.

The answering of the girls was, on the whole, somewhat better than that of the boys. A somewhat larger percentage got pass marks on this paper. But that was to be expected, considering the difference in numbers. A great ignorance of parsing was shown by a large majority. The attempts at translating the unseen passage were, as a rule, wretched. No knowledge was shown of the agreement, dependence, or government of words, or the construction of sentences.

I would make here to teachers and pupils, the same suggestions as in the case of the boys, with regard to constant teaching, practice, and correction in parsing, and translating unseen passages.

ENGLISH

SENIOR GRADE.—FIRST PAPER.—BOYS.

Report of WILLIAM MAGENNIS, M.A.

With a few brilliant exceptions the Senior Grade compositions were disappointing. Many candidates elected to write on "Common Sense," and displayed a lamentable ignorance of what this term denotes. Commonplaces concerning success in life, anecdotes showing the stupidity of certain persons, and tame moralizings on life in general were the main constituents of these essays, and poverty of vocabulary their common characteristic. Those who selected the text from Bacon—"A Crowd is not Company"—were more successful; and it may fairly be said of some of them that they produced papers not unworthy of the lesser eighteenth century essayists. Equally high praise is due to a small

number who discussed Goldsmith's estimate of Burke; and the praise is due alike for form and for matter, both of which were admirable, not to say marvellous, considering the unfavourable conditions under which the compositions were written. Though the general level of excellence was not very high, it is satisfactory to note that in point of spelling and punctuation there is little or no room for dispraise.

The knowledge of grammar exhibited by the papers was fairly good. The question concerning the grammatical use or function of words in three passages from "Coriolanus" was somewhat insufficiently dealt with, and the same remark applies to those on elementary philology. Analysis seems a favourite study to judge from the remarkable ability with which nearly every candidate treated the question upon it; and I may add that considerable neatness and skill were shown in the mode of tabulating adopted for the analysis.

Contrary to my expectation, the text and annotation of "Coriolanus" were not preferred to the aesthetic study of the drama; indeed, as a rule, dramatic criticism was better attempted than the paraphrase or repetition of speeches. Memorising in this case was notably discarded in favour of original work, and the original work in not a few instances was of the highest merit. This is a circumstance that indicates the value and the character of the instruction in English Literature given in our Intermediate Schools, and reflects the utmost credit on the teachers.

Senior Grade.—Second Paper.—Boys.

Report of John F. Taylor, B.A.

The remarkable thing in the papers of the Senior Grade this year appears to me to be the level standard of accuracy in the answering, so that differences and inequalities arise more from the quantity of the work done than from difference in the value of the separate answers or fractional parts of answers. There are very few cases indeed, of wild guessing, and none at all of the pretended misunderstanding of questions, or of gratuitous answering of what is not asked. This seems to me a very good sign, as it shows that an intellectual conscience has been formed, and that false shows of answering have been found by experience to be of no avail. Method and care are shown in nearly all the answers, and the attention to mechanical details is very creditable and praiseworthy. When questions call for something more than accurate memory, the results are not very satisfactory, but taking the answering as a whole, I think the boys have worked honestly at the several subjects, trusting, no doubt, too much to mere verbal knowledge, but at the same time setting out that knowledge with clearness, directness, and accuracy.

Middle Grade.—First Paper.—Boys.

Report of Rev. Henry Evans, D.D.

Beginning with *composition*, twenty-seven per cent. of the candidates wrote on "Life at the Equator," twenty-six per cent. on "The Influence of Literature on Social Life," and forty-seven per cent. on—

> "Absence of occupation is not rest,
> A mind quite vacant is a mind distrest."

Few of the essays were brilliant; scarcely any were stupid. Generally speaking, the language was appropriate, the grammar correct, and the execution of the work neatly done. The chief faults of the compositions were want of originality, exaggerated assertion, excessive rehearsal of common episodes; and in the case of those who wrote on the second theme, an undue measure of quotation from the school manuals on literature.

The answering in *grammar* (with the exceptions mentioned hereafter), was not satisfactory. Many candidates seem not to have an idea of what is meant by "factitive object," or "retained object." The difference between the verbs *rise* and *raise, fall* and *fell*, was frequently not understood; on the other hand, it is right to say, that the distinction was excellently set forth by a considerable number.

The question, "what is a *preposition*, and what are the proper prepositions to use after certain given words?" although set for the first time this year, was one of the best answered on the Paper. The excellence of the answering, however, appears most in dealing with the second part of the question. The definitions given in reply to the first part reflect the confusing influence of the various manuals of English grammar used in the schools. Some of the candidates say "A preposition is a word which shows the relation of one *word* to *another*" (Smith and Hall), others say, "A preposition is a word which when placed before a noun or pronoun denotes some relation between the *things* for which the *words stand*" (Mason); some define a preposition as "a word prefixed to a *noun* or its equivalent to make up a qualifying or adverbial phrase" (Bain); others again say, "Prepositions are so named because they were formerly prefixed to the *verb* to modify its meaning" (Morris). These types of definition are here presented that teachers may see the necessity of preparing definitions for their own use, and configuring them to the function which words fulfil rather than deducing the function from the definition.

The parsing prescribed in question five was seldom well done. Few recognised *sweet* as an adjective in "the rose smells *sweet*," or apprehended the adverbial office of *fully* in "he is *fully* master of the subject." In "the rest *were long to tell*," the words in italics were mostly described as "a classical construction," and this was supposed to sufficiently illuminate the locution. I would fain point out the danger of using such language either in oral teaching or in annotating texts. To those who are learning English only, it can be no aid to say of a certain combination of words, that it is a "Latinism" or "a classical construction"; on the contrary, it is calculated to give a false sense of satisfaction, the pupil only too willingly acquiescing in what sounds to him as a learned explanation with which he ought to be content.

No part of the grammar section was so satisfactory as *analysis*. The alternative sentences were about equally chosen, and the work of analysing was generally done with marked intelligence. Of course there were failures, but even in these there was evidence of sound teaching. No matter what form was adopted, the analysis, as a rule, was made on right principles, and often with commendable thoroughness. Marked progress has undoubtedly been made in this department since I last examined.

Almost all the candidates show extensive acquaintance with *Paradise Lost, Book* I., and *Lycidas*. This year, as in former years, the questions which could be answered from mere memory of the text were usually well done; next to these, the candidates succeed best with such

questions as may be answered from the notes to the school editions of Milton. I am happy, however, to report that the poems themselves, as classic specimens of English Literature, are better appreciated, their metrical structure better understood, and their literary charm more sensitively felt, than when I last examined in Milton. The question in *metre* and *scansion* then set was not generally answered; this year it has been answered creditably by at least two-thirds of the candidates, and excellently by very many.

Middle Grade.—Second Paper.—Boys.

Report of Henry S. Macran, m.a.

The answering in History and Geography Proper was on the whole satisfactory, and in many cases excellent. Macaulay's biographies, too, seemed to have been well prepared. But the answering in Physical Geography and English Literature was only poor. One might also mention that the ignorance of spelling and grammar displayed by some of the candidates was shocking.

With regard to Physical Geography, most of the candidates exhibited a complete lack of accurate terminology, which rendered the language of their answers so vague and general as to be well nigh unintelligible.

While it would be most undesirable to hamper candidates with regard to the order in which they answer the questions, one might suggest that they should be obliged to give the whole of their answer to any one question together, and not in different scraps in different parts of the answer-book.

Junior Grade.—First Paper.—Boys.

Report of Rev. L. A. Barry, ll.d.; W. Magennis, m.a.; and Mary Story, m.a.

The compositions, with some exceptions, lacked arrangement and a continuity of thought. Those on "Ulysses," for the most part consisted of extracts from Lamb, more or less accurately reproduced, but badly connected: the writers too frequently restricted themselves to a narrative of the hero's wanderings after the capture of Troy, and gave undue prominence to the incident in the cave of Polyphemus; indeed, not a few devoted as many as five pages to this alone. Many excellent essays were written on the subject of "Animal Pets," but the majority of the writers might have done better had they relied more on their own observation and experience. Some students who selected "Necessity is the Mother of Invention" as their theme, failed to grasp the real import of the sentence, and, identifying "necessity" with "poverty," laboured to prove that only the destitute can have any capacity for invention. As a rule, the compositions betrayed a want of training, and this not merely as regards the plan and structure, but even in respect of spelling and punctuation. A few displayed an entire ignorance of punctuation. Improper division into paragraphs, and eccentric punctuation and spelling, in many instances, detracted from otherwise good work. The confusion of "the" and "they," of "quiet" and "quite," the omission of verbs, the introduction of a second nomi-

native where a dependent sentence intervenes between the first nominative and the predicate, the use of provincialisms such as "we do be," "I am just after," "for to," and the like: these are the commonest faults.

The answering in grammar was fairly good. Analysis, however, was not at all so well done as parsing, which in not a few cases was excellent.

The answers dealing with "The Lay of the Last Minstrel" showed intelligent study and thorough preparation; though it must be said that many candidates when asked to give the sense of certain passages in their own words neglected the meaning in favour of copious annotation and extraneous matter.

Junior Grade.—Second Paper.—Boys.

Report of Prof. J. Edgar Henry, m.a., John F. Taylor, b.a.; and W. M. Dixon, m.a.

The papers show very much the same proportion of good answering, marked by the same excellence in memory and the same weakness in more general grasp of the subjects, which were noticed in the Report of last year. The want of method and care is as conspicuous as ever. The answers are jumbled and thrown out in the most irritating disorder. In many instances the answers are left unnumbered, and papers, other than those of the really good candidates, rarely show sufficient attention to detail. The feeblest pupil may be taught the principles of clearness and accuracy, which count for so much in after life. We are anxious to call attention once more to the illiteracy of many candidates who score high marks. We would suggest that specific provision should be made to enable an examiner to refuse full marks to a candidate who gives the information required by any question, but betrays an ignorance of the simplest principles of composition. We would also suggest that attention should be called *on the answer books* to the importance of assigning the correct numbers to all the answers together with their subdivisions, *e.g.* "Be careful to number each question and sub-division of questions you attempt. As far as possible give the full answer in one place."

The Geography of Ireland was well known, but physical geography seems to have been almost wholly neglected.

On the whole there is nothing to show improvement in dealing with matters involving a little reflection and judgment. The few questions which at all tested these qualities were as a rule but feebly attempted.

Preparatory Grade.—First Paper.—Boys.

Report of the Rev. J. J. Clancy and P. W. Joyce, ll.d.

We examined the boys of the Preparatory Grade, English, in Composition, Grammar, and Select Poetry.

(*a*) The Select Poetry was generally prepared with care. The candidates showed themselves well acquainted with the facts, and in this respect the answering was, on the whole, good. But much of this was mere

mechanical memory-work; and when we came to test how far the candidates understood the context, the results were but quite as satisfactory. The last question in our paper asked for an explanation of four simple passages from the prescribed texts, and in this question there were more failures than in any other. It appears clear that explanation of context is, in some schools, very much neglected, and that the young students are not sufficiently exercised in thinking about the passages they read and get off by heart, and in giving their ideas in their own words as to meaning.

In regard to Composition, the candidates generally exhibited sufficient knowledge and imagination. The "Imaginary Balloon Voyage" afforded ample scope to those who had some knowledge of Geography and Natural History, and many of them availed themselves of the voyage with good results. A few had read Jules Verne and drew largely from him.

We feel bound to notice one commendable feature in the essays. The language used was generally simple and direct, as it ought to be, without any attempt at what is called fine writing. Some indeed were written in high-flown, grandiloquent language, but they were very few. A still smaller number bordered on flippancy or coarseness, both in ideas and words.

But the essays, while fully deserving these commendations, were very faulty in other important respects. They generally showed a lamentable absence of systematic training in what might be called the mechanical requisites of Composition. Punctuation commonly was very bad. Many wrote their essays with a succession of commas—a comma for everything—no other stop. Some used no stop of any kind, from beginning to end. Others, having some dim idea that they ought to punctuate in some way, threw in stops at random, without any discrimination—commas for periods, periods for commas and semicolons, &c. Not a few wrote out their memory-poetry without a stop of any kind, though expressly warned at head of question *to pay particular attention to punctuation*. Capital letters were managed as badly as punctuation; and many candidates had no idea of how to divide their discourse into sentences and paragraphs. In the simplest particulars many exhibited a want of training; particulars, simple indeed, but necessary to be attended to by all wishing to escape the charge of illiteracy. Some did not know how to strike out or insert words. Instead of running a line right through the rejected word, they enclosed it in a parenthesis, or underlined it, or overlined it. Others did not know the caret mark, or made it wrong, or turned it upside down, or on its side. Some were not taught to transcribe poetry, writing their poetical passages continuously, without any distinction of lines, prose fashion. The handwriting was generally plain and legible. Many, however, wrote a very bad unformed hand, difficult to make out—mere helpless scrawling. These children have tried to *learn* to write, but have not been *taught*.

To be able to write out a plain statement neatly and with moderate correctness, and to be able to understand and explain ordinary literary English—these two, so far as the written language is concerned, are what chiefly distinguish an educated from an illiterate person: yet these are the very parts of the course that seem to be most neglected.

A decided improvement in Grammar is needed. We found much inaccuracy in minute details, such as the position of the apostrophe in the possessive case. A great many failed to decline the words "ox," "goose," and "fly"; and some declined with six cases after the Latin model, as if English had no grammar of its own. As regards

parsing, many displayed a very lamentable want of knowledge, while some confounded the plainest parts of speech :—"'Toll for the brave': *Toll* a common noun, nominative case to the verb *brave*."

The great majority of the candidates showed in their papers evident signs of training and preparation on the part of the teachers; these came from the good schools. But it is obvious that large numbers have been left very much to their own resources to prepare themselves for the examination as best they could, with little or no guidance from teachers. Hence, many wrote away at random, paying no attention to the directions on the question papers, and committing all sorts of blunders. Some, instead of parsing *ten* words, as they were asked to do, parsed *sixty*; some, instead of writing *one* of three pretty long passages, as directed, wrote out the whole three; and so forth. Many omitted even the numbers of the questions, and mixed up and scribbled their answers confusedly, in a manner quite unpresentable as a piece of English—a performance that a plain business man would laugh at; and it may be added, very perplexing and irritating to an Examiner. All this might be avoided by a little training on the part of the teachers; but probably some candidates presented themselves without the sanction of any teacher. To teach children to answer in writing, in proper form, a series of questions, is a valuable educational training; and—what indeed is of less consequence though not to be despised—is sure to add to the marks.

(*b.*) Our suggestions to teachers are obvious from the preceding.

(*c.*) It would be well, we think, if some plan were devised to encourage plain, open, legible handwriting, and to put down mere scribbling.

Preparatory Grade.—Second Paper.—Boys.

Report of Rev. R. Owens, and A. J. Nicolls.

Speaking generally, the answering of the pupils whose papers were read by us was very satisfactory. A large majority of these boys showed a considerable amount of intelligence, and their careful training was manifested by the way in which they grasped the meaning of the questions. There was one strange exception; for a large proportion of the boys were unable to explain the simple terms "Latitude" and "Longitude." Apart from this, we found but few nonsensical answers; and a satisfactory number of the pupils who gained pass marks also reached the standard for honours on this paper.

We found a serious amount of wrong spelling, even in the papers of boys who were well prepared, in other respects, for the examination. Proper names were fearfully mutilated, and many words in frequent use were spelled as if the phonetic system had been adopted. The special preparation of talented pupils should not divert a teacher from insisting upon correct spelling as one of the essentials of sound education. Besides, when marking papers which indicate that the writers are of nearly equal merit *except as to spelling*, examiners will always show decided preference for pupils who possess proper knowledge of orthography.

Senior Grade.—First Paper.—Girls.

Report of William Magennis, M.A.

The great majority of the candidates show a want of proper training in English Composition. There is no evidence of thought in their essays; and their prevailing impression seems to be that quantity instead of quality is an Intermediate examiner's criterion of merit. Fully seventy per cent. of the essays were descants—more or less incoherent—on the necessity of Love in one's life, and the platitudes and quotations pressed into the service were of the tritest kind.

The grammar papers were slightly below the average; and here again the absence of thought on the part of the candidates was conspicuous; while wonderful to relate, untidiness was equally notable, particularly in the analysis work.

The questions which called for the repetition of certain passages of "Coriolanus" were better answered than in the case of the boys; indeed so well had the text been committed to memory that in most papers there was a marked tendency to superabundant quotation.

Whereas there is a marked trace of careful and almost elaborate training in the Senior boys' papers, there is a regrettable deficiency in this respect exhibited by the papers of the Senior girls.

Senior Grade.—Second Paper.—Girls.

Report of W. Macneile Dixon, M.A.

The answering was accurate and full on the sections of this paper dealing with Macaulay's Essays on Clive and Warren Hastings. The geography was less satisfactory, and the literature very disappointing.

Both this year and last I was struck by the fact that the girls of the Senior Grade exhibited no greater facility in dealing with questions involving breadth of treatment, or any mental process besides memory, than the girls of the Preparatory Grade. As far as I am able to judge, there is no advance in intellectual grasp or reflective power at all proportionate to the age of the candidates. The teaching of literature in the schools of Ireland, if the results be at all faithfully reflected in the answers read by me, must be singularly mechanical and unintelligent.

Middle Grade.—First Paper.—Girls.

Report of Rev. Henry Evans, D.D.

In the choice of subjects set for *composition*, seven per cent. of the girls took "Life at the Equator," twenty-seven per cent. chose "The Influence of Literature on Social Life," and sixty-six per cent.

> "Absence of occupation is not rest,
> A mind quite vacant is a mind distrest."

The essays were good, many were excellent, and a few reached a still higher order of merit. Too frequently the third subject was treated as though it were equivalent to "The *Evils* of Idleness."

The answering in *grammar* was the poorest part of the work. Shortcomings in knowledge of the subject were generally evident. I feel convinced that, in the course of school operations, pains enough had not been taken in the practice of parsing fully.

As in the case of the boys, *analysis* was usually well done. The candidates have an intelligent acquaintance with the principles of this part of grammar, and show considerable aptness in their application. Judging from the answers to the question "What is a preposition?" I conclude that definitions are drawn from more uniform sources than those supplying boys' schools. Not unfrequently it was said that prepositions were used to connect words, and show the relations between the *things* which *words represent.*

After a quite sympathetic examination of the answering of the candidates, both male and female, I would fain impress on teachers the importance of framing, with the aid of the best more recent grammars, their own definitions; and sparing no pains to elucidate the terms, which advanced knowledge and highest experience have deemed the fittest, in which to present the principles and usages of English grammar. It is not to be expected that pupils generally will possess any considerable variety of books; it all the more, therefore, devolves on teachers to collect and collate the teachings of the best authors, and exhibit the results with the aid of the happiest illustrative examples. Such teaching will certainly stimulate and otherwise pay.

The answering of the girls in *Paradise Lost*, Book I., and *Lycidas* reached a high degree of merit. The passages quoted were often given as correctly and in as good order as if transcribed from the printed book.

Explanation of passages and of words used in more or less obsolete senses was creditably done. The metrical structure of Milton's verse seems to be generally understood, and by a very considerable number of candidates the scanning was performed with ease and accuracy. In the knowledge of *Prosody*, marked and most gratifying progress has been made since I last examined in Milton. But more prominence should be given to this subject still, and every endeavour put forth to cultivate and foster literary taste and judgment. The study of an English classic should be made to serve a higher end than that of being merely a medium for learning scraps of ancient geography, ancient history, mythology, and such like. These should always be subordinated to the knowledge of literature, as such—the supreme end ever being the attainment of power to appreciate literary beauty and skill in the practice of literary art.

Middle Grade.—Second Paper.—Girls.

Report of Henry S. Macran, m.a.

The answering of the girls candidates in English Literature was on the whole excellent, and far superior to that of the boys in the same grade. The same may be said of their answering in Physical Geography. On the other hand, their knowledge of History seemed to be decidedly inferior. They seemed to have understood too little, and learned too much by heart. Many of them betrayed an extraordinary ignorance of such common words as "abjure," and "allegiance."

A word might be said about the diffuseness of the girls' answers, and their waste of time and paper. To give an instance—The question was

asked, "Who wrote Joseph Andrews? What work was it intended to satirise?" The answer to this should be given in two words. But many girls appeared to think their answer would not be complete, except they gave the dates and plots of both works, the dates of the birth and death of both authors, and an account of the effect that the publication of the satire had on their personal relations.

JUNIOR GRADE.—FIRST PAPER.—GIRLS.

Report of DANIEL CROLY, M.A.

The paper consisted of three parts (A) Composition, (B) English Grammar, (C) Scott's Lay of the Last Minstrel, Cantos IV., V., VI. I shall deal with each part separately.

A. *Composition.* Of the subjects proposed, the second, "*Ulysses*," was selected by a large majority of the candidates, and it was for many an unhappy selection. The study of Lamb's *Adventures of Ulysses* furnished more matter than could well be treated of in the time at their disposal, and the natural result was that hurry induced carelessness, and numbers, who I am sure would have written fairly good essays on either of the other subjects, returned pages of unpunctuated, and in too many cases, of ungrammatical sentences and clauses introduced by countless repetitions of such words as "and," "so," "then," "now," etc. The compositions on "Animal Pets" and "Necessity is the Mother of Invention" were of the ordinary Junior Grade type, and nearly all of them, if I may judge from the general treatment of the subject, and more especially from the anecdotes quoted, were reproductions from some school works on essay writing.

B. *Grammar.* The analysis was badly done by nearly all the students, and it was evident that the subject had not received the attention it deserves. A very large number who scored high marks on the other grammar questions did not know the meaning of the term *simple sentence*, the prevailing idea seeming to be that *complex* or *compound* sentences, if easy, were the same as *simple sentences*. The programme prescribes for the Junior Grade only "Analysis of simple sentences," and a *simple sentence* is defined by grammarians as one which contains not more than one subject and one predicate.

The parsing was fairly good, but there is still room for great improvement. It is not enough to tell what part of speech a word is, the relation of the word to other words in the sentence should be given. In parsing the word "that" in extract (*b*) of question V., viz.:—

> "Soon on the hill's steep verge he stood
> *That* looks o'er Branksome's towers and wood."

It is not sufficient to say that "that" is a relative pronoun—the answer should say what its antecedent is, and how it is connected with "looks." The correction of the faulty sentences was satisfactory, but many either omitted to give any reasons for their corrections, or gave wrong and ungrammatical ones which proved that their corrections were nothing better than lucky guesses. The answering to question IV. as to the difference between *transitive* and *intransitive* verbs was not sufficiently accurate, and a great many, though they gave a correct definition of each, quoted examples which led one to believe that the distinction was not clearly understood.

C. *Scott's Lay of the Last Minstrel* (Cantos IV., V., VI.). The "Lay" had evidently been well and carefully prepared. As usual the text was known by rote. I saw a great improvement in the way in which the quotations asked were turned out, the handwriting, spelling, and sequence being very good. There was also a marked improvement shown in the answers to such questions as the sixth, seventh, and ninth, which were introduced to test the intelligence rather than the memory of the candidates. There was a tendency, however, to spin out the answers by long quotations from the text.

Junior Grade.—Second Paper.—Girls.

Report of J. D. Colclough.

I examined 970 papers in English (second paper, girls). The subjects were Lamb's *Ulysses,* English and Irish History, and the Geography of the British Isles, including Physical Geography.

In respect of Lamb's *Ulysses,* an examination of these papers would leave upon any fair and candid mind the impression that there are not a few of our schools in which ability to teach girls an English Classic is by no means a strong point. One would think that in the preparation of the work in question the pupils had, for the most part, been left to themselves. The papers which displayed power to seize upon the salient and integral points of a question, and to build up this exercise of judgment into grammatical English sentences, were considerably disproportionate in number to the majority. The ordinary rules of grammar were in many cases set at defiance, and so small a virtue as punctuation was almost generally ignored as beneath notice. Certain idiosyncrasies of spelling that seem chronic were reproduced this year. "Untill," for example, has yet to be exorcised.

The principals of many ladies' schools in this country may be respectfully reminded that to oblige their pupils to commit to memory the *ipsissima verba* of an English author is neither a necessary, nor a necessarily safe, passport of entrance into the author's mind and meaning; and that to exact mnemonic mastery of an editor's *notes*—which, where they are outside statements of facts, are merely statements of opinion—is not a reliable educational process towards the habitual formation in a pupil of opinions of her own. The mistaken policy to which I refer attached to the answering in History a mediocre quality, which it would otherwise have lacked. That is to say, certain and sundry small historical handbooks were—in too many instances—learnt both by heart and by rote.

The knowledge of Political Geography displayed by almost all the pupils was extremely creditable, as being both accurate and full; but the answering in Physical Geography was by no means so good.

It may not be amiss to add that at an examination in English such matters as good grammar, correct spelling, and decent punctuation count for something, and the written exhibition of them affords the best criterion of efficient oral teaching.

Preparatory Grade.—First Paper.—Girls.

Report of John Park, D.Litt.

I examined this year in English 525 girls of the Preparatory Grade in Composition, Grammar, and Selected Poems.

I had never before examined candidates of this grade, and I may say that the answering was, generally, as good as I had expected, and as regards spelling, writing, and punctuation much better than I had expected.

The prize compositions were really good, and sometimes very promising; the essays were as a rule fairly well composed, and displayed much power of expression, and often a very considerable ingenuity in adapting the incidents of familiar stories and introducing sentences that seemed to belong to other compositions; there was a good deal of exaggerated reflection and unreal experience, that often led to ludicrous inconsistencies and curious contradictions.

The answers in grammar were less satisfactory; many were wild and extremely careless, and some seemed to indicate that there are teachers who retain incorrect and antiquated rules and explanations.

The selected poems had been evidently read with interest and attention, and the notes seem to have been prepared even more carefully than the texts. There were many strange misconceptions, and few candidates gave fully and clearly, in their own words, the sense of four rather easy passages.

Preparatory Grade.—Second Paper.—Girls.

Report of W. M'Neile Dixon, M.A., D. Croly, M.A., and J. D. Colclough.

The answering to the questions on Lamb's *Ulysses*, with the exception of No. 3. was intelligent and full. Sufficient attention, however, does not seem to have been paid in the schools to the pronunciation of the proper names occurring in the text, names which it must be remembered are to be found in most English literary works. Teachers should also bear in mind that something more is expected than a minute knowledge of the subject-matter of the prescribed author, and such important considerations as English grammar and correct spelling and punctuation should not be neglected in the effort to "make up" the text-book.

The answering in English and Irish History showed evidence of careful preparation. With the exception of the question on the meaning of certain geographical terms, such as "Archipelago" and "delta," the Geography was well done, and it is satisfactory to note that proof of study of the map of Ireland was given by a large proportion of the candidates.

COMMERCIAL ENGLISH.

Senior Grade.—Boys and Girls.

Report of John Park, d.litt.

I examined this year in Commercial English 31 boys and 2 girls of the Senior Grade. I was much pleased with the amount and the quality of their work in general; the per-centage of failures was smaller, and that of honours somewhat greater, than in either the Middle or the Junior Grade; but I noticed that the books prescribed were not so thoroughly mastered as they usually are in the ordinary English courses.

Middle Grade.—Boys and Girls.

Report of John Park, d.litt.

I examined this year in Commercial English 110 boys and 2 girls of the Middle Grade. I found their answering better than that in the lower grade, and exhibiting pretty much the same weaknesses. I noticed the decided advantage of prescribing, or at least suggesting, text-books, even though these did not seem to have been so carefully read as are the books in the ordinary English courses.

Junior Grade.—Boys and Girls.

Report of John Park, d.litt.

I examined this year in Commercial English 323 boys and 9 girls of the Junior Grade. I report that there is a very decided improvement on last year's bad answering as regards writing, spelling, neatness, information, and intelligence.

The copying exercise was often very creditable.

The Geography was better prepared than the History. Many candidates were deplorably ignorant of the ordinary as well as of the commercial history of the prescribed period; they confounded, *ex. gr.*, the industrial revolution at the end of last century with the French Revolution of the same date, or with the Revolution of 1688—and their wild guesses often betrayed an amusing and amazing misapprehension of the simplest economic facts.

PRÉCIS WRITING.

Middle Grade.—Boys and Girls.

Report of A. J. Nicolls, ll.b.

I examined the Précis Writing of the Middle Grade pupils this year.

Last year I reported defective teaching, and consequent poor quality of the work submitted to me in this part of the Intermediate course. I am glad to be able to report that general and decided improvement is apparent in the Précis work submitted this year.

Précis writing being of importance in the Civil Service and in many high-class mercantile offices, it is satisfactory to find that it is receiving a fair share of attention in some of the well-managed Intermediate schools.

FRENCH.

Senior Grade.—Boys.

Report of Georges E. Barbier.

A.

The weak point is the Grammar and Composition. There can be no doubt that the answering in both these divisions ought to be much better than it is, and I do not consider that they offered this year more difficulty than in former years. If the composition is not satisfactory, the apparent reason is that less time has been devoted to it than to the text-books. In the Grammar, question No. 2 on the formation of the suffix *ment* in French adverbs, question No. 5 on diminutives, and question No. 6 on the subjunctive, were indifferently answered. As regards question No. 6, some candidates answered in a manner which suggested that the teacher had gone over that ground with the pupil, but the latter had failed to understand. As regards questions 2 and 5, I may be permitted to say that the study of a modern tongue—for senior students especially—should not comprise the rules of syntax only, but also a few important rules bearing on the formation of words, on the relation existing between certain usual French forms and the Latin forms from which they are derived. This is not asking too much, when, as in the present instance, the questions are set on general lines, and have a general importance as suggesting interesting examples of word-formation from the mother tongue.

The prescribed works of Lamartine and Corneille were both well prepared, but more pains seem to have been bestowed on the former. The translation from the uniform French verse was often stiff and too literal. On the other hand, the Examiner has pleasure to say that some of the translations from *le Tailleur* were admirable, showing as they did a thorough grasp of the text and a great and facile command over the English tongue.

In the translation at sight, the poetry was found easier than the prose. As in the case of *le Tailleur*, some students, who stand high all round, did great credit to themselves.

To sum up, I would say that the answering is acceptable and creditable in most parts, but that the answering in the first part, comprising Grammar and Composition, is scarcely worthy of Senior Grade students.

B

To remedy the weak state of the Composition I would suggest that more time be devoted to it. It will be in the interest of both the teachers and students if such composition be graduated as to difficulty. Better and safer results are attained by graduating the Composition, removing difficulties at the outset, than by selecting for translation pieces at random from authors whose prose, entangled and unconcise at times, cannot be considered a safe ground for useful exercise.

Middle Grade.—Boys.

Report of F. J. Amours.

The results of this paper are very fair, and compare favourably with my previous experiences of Middle Grade boys. It is true that the failures amount to about a third, but the candidates that have passed

have reached a high percentage, and over forty per cent. have attained honour marks. The answers to grammatical questions are more successful than the translation of idioms. Middle Grade candidates should not lose sight entirely of what they have learned in previous years, and I was surprised to see how many were unable to translate the numeral adjectives *third* and *fourth*. The handwriting seems to be deteriorating; on the other hand the English spelling has improved, if we leave the failures out of account. The 'over-age' papers are very weak.

Junior Grade—Boys.

Report of Rev. J. F. Hogan, A. Cogery, and Victor Oger.

We found the work done by the Junior Grade boys, on the whole, very fair. The answers to the grammar questions were in most cases satisfactory, and there were fewer omissions than in previous years: the books set had been well prepared, and the translations from them were generally accurate, in many cases very good indeed; whilst the unseen piece of French prose was unusually well done by a large proportion of the boys. We cannot however find much evidence of training in the construction of French sentences in any but very few papers; nine-tenths of the attempts submitted to us were lamentably poor, and we cannot too thoroughly insist upon the necessity for teachers in all grades to give their best attention to this part of the work *from the beginning*. Many of the papers gave proofs of a good deal of study of the language, and yet of ignorance of its use in the commonest grammatical and idiomatic constructions; the boys' future progress must prove much more difficult than it need be if they had practised composition earlier.

As regards the over-age boys, very few of them treated the examination seriously; many sent in almost blank answer books, and scarcely any of them showed any knowledge at all of either words or grammar.

Preparatory Grade.—Boys.

Report of Georges E. Barbier and Frederic Spencer, m.a.

The grammar questions were, for the most part, very satisfactorily answered. A strangely large number of boys failed however to give correctly the present subjunctive of *avoir*, and the masculine of *tante*, although this latter occurred in one of the passages set for translation.

The composition was much less satisfactory than the grammar, a considerable number of versions being practically valueless. Indeed, it is clear that much greater practice in this part of the work is urgently needed. On the other hand, many candidates gave evidence of good work and careful teaching; and it was by no means easy to select from among a number of excellent papers those which should be recommended for composition prizes.

In prepared translation a very large number of generally correct versions were sent up.

The unprepared translation was exceedingly well done by a small minority of the candidates; but a considerable proportion failed altogether to grasp the general sense of the passage set.

A deplorably large number of papers exhibited gross ignorance of English grammar and orthography. Frequent blunders were made in the spelling of the commonest and shortest English words; and words of ordinary occurrence, containing two or three syllables, were spelt in an astonishing variety of ways. The correct orthography of *kitchen* was indeed almost the exception. Expressions such as "all them flowers," "it never asked for nothing," "why has you come?" were of very frequent occurrence.

Some of the answer books exhibited much slovenliness and general carelessness. In the case of many boys the answers were not numbered. Others crowded several answers into one page, or scattered the fragments of one answer promiscuously among the others. Many boys, again, wrote out whole tenses where only a single person was asked for; several attempted to conjugate the word *preterite* in answer to a question designed to elicit the "preterite of *manger*." Others failed to observe that the more difficult points in composition were elucidated in foot-notes. We would earnestly recommend teachers to provide young students with some preliminary training in the art of answering a paper in intelligent and orderly style.

From the constant admixture of Latin, Italian, and German words, even in the papers of well prepared candidates, we fear that certain boys may be taking up more subjects than they can efficiently pursue at such an early age. In the case of such young students, teachers would do well to encourage intensive rather than extensive work.

There were many indications that the set books are prepared by a certain proportion of candidates in a most mechanical and unintelligent way; and this with the tacit, if not the expressed, approval of responsible teachers. It is indeed hardly possible to imagine anything more mischievous than the kind of training which has led up to some of the phenomena observed in this year's papers. In some cases an almost faultless translation was preceded or followed by the translation of several lines occurring in the original context, but not forming part of the passage set. And, in one case, an excellent translation was offered of an *entire fable* of Florian, no part of which appeared in the paper of questions. It was further clear that very many boys did not even understand what they had so faithfully committed to memory.

Senior Grade.—Girls.

Report of F. J. Amours.

The Senior Grade girls have acquitted themselves most creditably, over sixty per cent. of the candidates obtaining honours, and the failures being very few. The composition deserves a special word of praise. The set books also have been read with care, Lamartine especially. The unseen passage from Taine was not without its difficulties; but they have been successfully overcome by a great number of the candidates, a very fair number of whom give a clever translation of the picturesque phraseology of the original.

Middle Grade.—Girls.

Report of F. J. Amours.

The only remark I have to make about this portion of the Middle Grade is that the girls have done better than the boys, except in the unseen prose passage. A description of Vendean warfare should have offered few difficulties after a study of "Derrière les Haies"; however the extract was found rather stiff by a majority of the pupils, and excellent renderings are scarcer among the girls than among the boys.

Junior Grade.—Girls.

Report of Elphege Janau.

I have examined the papers of the girls, Junior Grade, and the result is on the whole creditable to both teachers and pupils.

In *Grammar* the answers to questions one and two on the plural and feminine were generally good.—Very few, however, could give the masculine of "tranquille" or the plural of "un bel arbre." Question four was answered fairly well. More attention ought to be given to the numbers. Question five showed in many a very imperfect knowledge of the irregular verbs and a want of method in answering, a whole tense being sometimes given when only two persons were required. The really weak point in the grammar was shown by questions three and six. Few candidates had grasped the proper use of the relative and interrogative pronouns, or the difference between "cela" and "celui-là" which were frequently given as the French corresponding to the adjectival forms "this" and "that," as for instance: *cela* cheval, this horse; *celui-là* livre, *that* book. The participles will require a great deal of attention from the teachers. Many of the candidates had not the remotest idea of what was required. Even the words active, passive, and neuter verbs were apparently not understood.

The *Composition* was on the whole fair; many candidates showed intelligence and care, though often coupled with very imperfect knowledge. In several cases the work was highly creditable.

The *Translation* from the prepared books was good, though the French construction was often followed too closely. In some papers there was hardly any fault to find. On the other hand there were a few cases where it was impossible to discover in the English any trace of the original French, the candidate's imagination being evidently as fertile as her knowledge was scanty.

A curious want of thought was exhibited in the dates of Joan of Arc's birth and death. According to a good many candidates, the length of her life varied between five years and two hundred, while a few actually placed the date of her death many years previous to that of her birth.

The unprepared translation was satisfactory.

The want of order so often complained of must again be mentioned. Questions are taken in small fragments, which are scattered here and there among other questions. If only teachers and students realised the trouble of collecting those fragments so that each question may be

marked separately, and also the possibility of some part of their answers being unmarked, I feel certain this complaint would not have to be repeated. The candidate could easily leave a blank space sufficient for the answer, and fill it in when convenient. In this way the work would look better, and much trouble would be avoided.

Preparatory Grade.—Girls.

Report of Rev. J. F. Hogan.

The papers of the Preparatory Grade (Girls) examined by me this year were, in many respects, satisfactory. They showed careful preparation and close attention to the rules of composition as well as to those of grammar. Indeed, it would be difficult to expect more from candidates so young, who have a long course before them. It is curious that the department in which the Junior Grade boys most excelled—namely, the rendering of the piece for translation at sight, was the one in which the Preparatory Grade girls were most deficient. The attempts at the translation of a very simple passage were almost ridiculous even in the case of girls who scored high marks otherwise.

The prepared passages and the questions in grammar were well done, and several of the sentences given for translation into French were very correctly rendered.

Senior Grade.—Commercial Paper.

Report of G. E. Barbier.

The passages from French into English were well done on the whole, some of the papers showing to great advantage both as to the correct rendering of the commercial terms and the idiomatic turn of the translation. The rendering into French, however, was not satisfactory. It is evident that this part of the programme has not been so carefully attended to as the other. Besides the general weakness of the composition, the vocabulary which would be required to do justice to it was inadequate and inaccurate.

I, therefore, recommend that more time should be devoted to the vocabulary of articles that are bought and sold, and to the composition.

Middle Grade.—Commercial Paper.

Report of F. J. Amoues.

The second half of this paper has been fairly well done, but the translation of the English phrases and of the letter was very unsatisfactory. Out of ninety-eight candidates, thirty-nine failed to gain any marks at all, thirty-five were under twenty-five per cent., and eight only succeeded in obtaining over fifty per cent. Yet almost all the expressions to be translated were of an elementary character, and I was lenient in my marking.

JUNIOR GRADE.—COMMERCIAL PAPER.

Report of VICTOR OGER.

About 250 boys sent in answers to the Junior Commercial Paper (French): 8 left hardly anything to be desired; 51 were good, and 102 very fair; the rest almost worthless, 11 indeed simply *nil.*

Of 15 boys over-age, 3 answered well, and three others fairly, none of the other papers had any practical value.

Eight junior girls also took up the Commercial Paper; two of them did excellently in almost every part of it; the others, with one or two exceptions, made very satisfactory attempts, though none of them gained one-half of the marks obtained by the best candidate.

Judging the work as a whole, I found it more promising than I expected, and in many instances superior to that examined by me this year, and previously, both from English and Scotch schools presenting pupils of either sex and of about the same age. I regret to add that in almost all the papers I found the mere *word-knowledge* ("vocabulary") more deficient than the construction of sentences *from or into* French.

GERMAN.

GENERAL REMARKS.

Report of V. STEINBERGER, M.A.

The study of German has, as the rapidly increasing numbers of candidates testify, taken a firm hold in the Irish schools. This year, for the first time, the Answer Books sent in amount to more than one thousand. With this increase in numbers the excellence of work has kept pace. There is a fairly large number of candidates, especially in the Preparatory and Junior Grades, who promise well. The great drawback in these two grades is the want of method. Not unfrequently one meets one half of an answer separated from the other half by several pages. A careful answering of test papers during the year of preparation might cure this defect.

The word for word translation is given by many in a very confused manner. The candidates do not seem to read or understand the directions given for this purpose. I would suggest that they should write this part of translation in two columns—in the one the English words and in the other corresponding foreign ones.

SENIOR GRADE.—BOYS AND GIRLS.

Report of V. STEINBERGER.

The grammar questions, with the exception of questions one and three, were well answered.

The composition however, especially that of the boys, was very

middling indeed. It would seem, as pointed out in the Middle Grade, that sufficient time and care are not devoted to this most important branch of the language in which no real progress can be made except by continuous and regular exercises. A few sentences translated carefully every day during the scholastic year would enable a candidate to face any moderate piece of composition creditably, and give him an extensive knowledge of advanced grammar that would facilitate the rest of his work immensely.

The majority of the candidates did not see the reason of the inversion in the prescribed passage B in the lines :—

Stürzt die Lawin' einmal ;
Fuhr erst der Schnee zu Thal,

and missed consequently the meaning of the first four lines. The remainder of the prescribed passages was well rendered.

The translation at sight, especially of the passage of poetry, was done satisfactorily.

Middle Grade.—Boys and Girls.

Report of V. Steinberger, M.A.

The answering in grammar was good ; but the knowledge of grammar did not keep pace with the progress in composition. There was, with a few notable exceptions, a decided want of a fairly stocked vocabulary perceptible throughout ; such ordinary words as "to wait for," "to seem," "to complete," "to pass (time)," etc., were unknown to many. Candidates in the Middle Grade are expected to know the difference of meaning of verbs like scheinen and erscheinen, and the construction of verbs like warten and erwarten. My impression is that too little time is devoted to composition in which progress is only possible by continuous practice.

The translation of the prescribed passages was fair. The rendering of the translation at sight on the whole satisfactory.

Junior Grade.—Boys and Girls.

Report of V. Steinberger, M.A.

The answering in grammar was creditable except in the questions on the declension of the comparatives of adjectives and on the conjugation of regular verbs. Whilst the irregular verbs seemed to be well known indeed, the regular verb "zeigen" was mistaken either for "ziehen" or appeared twisted into other fantastic forms. The same weakness manifested itself in the conjugation in the past tense of the verb "sich erinnern." More exercises in conjugating verbs in all their tenses and moods will remedy this defect.

The colloquial phrases of the composition were rendered well on the average. In the continuous piece of composition I remarked, besides the numerous mistakes in construction, especially a non-observance of the rules of the declension of adjectives ; even candidates who showed by their answers in the grammar part a thorough knowledge in declin-

ing adjectives, failed to utilise their knowledge in the composition. Want of sufficient exercise in composition when preparing for their work is the cause of these mistakes. Another striking feature was the very frequent translation of "everything" by "etwas."

The book prescribed for translation was carefully studied, as the answers to the questions attached to the passages showed. The rendering of the translation at sight showed a considerably greater advance and vocabulary than the Preparatory Grade.

Preparatory Grade.—Boys and Girls.

Report of V. Steinberger, M.A.

The weakness in the declensions of nouns and adjectives pointed out in my last year's report has almost entirely disappeared. Even the weaker candidates made a good attempt in answering the question given to test this part of grammar. Fair knowledge was exhibited in the prepositions and verbs. Many missed the question on the numerals, because they did not appear to know the distinction between ordinal and cardinal numbers. Only a couple were able to answer the question on the use of tz and z. More attention should be paid to the few general rules on German orthography.

The composition, considering the age of the candidates, was promising on the average. A very frequent mistake was owing to the circumstance that they construed the verb sein with an accusative, *e. g.*, "Frederick said that he was their duke" was generally translated by: "Friedrich sagte, dass er ihren Herzog wäre," instead of "ihr Herzog."

A number of candidates broke down in the second part of the prescribed translation. They seem not to have read the whole book prescribed for this grade. Several failures are due to this cause. Few knew where the Thuringerwald was situated.

The translation of the unprescribed passage was middling. Many lost the thread of the latter half on account of not construing well.

A few candidates seemed to have been prevented from finishing their paper, because they were yet too unfamiliar with German handwriting.

COMMERCIAL GERMAN.

Junior, Middle, and Senior Grades.—Boys and Girls.

Report of V. Steinberger, M.A.

A considerable improvement is perceptible in the answering compared with that of last year. The vocabulary of the candidates seemed to be better stocked with commercial expressions and phrases. In every one of the three grades, especially in the Senior, very fair answers were given.

ITALIAN.

Senior Grade.—Boys.

Report of A. Farinelli.

Twenty-one boys presented for examination in this Grade, and I am very glad to state that the compositions of almost all have been fairly done. The answering of the Grammar questions was very good, the translations excellent, and, except three, all passed with Honours. Only one failed.

Senior Grade.—Girls.

Report of A. Farinelli.

The few Senior girls, 8, were not inferior to the boys; none failed, and, except one, all got high Honours.

Middle Grade.—Boys.

Report of A. Farinelli.

This Grade gave in Composition comparatively a much better result than the two lower Grades, but in Grammar I have found among the candidates scarcely one who could explain clearly the difference between the Italian gerund and the present participle. However, the rest of the work was sufficiently well done.

Middle Grade.—Girls.

Report of A. Farinelli.

For the girls of this Grade we have nothing to add to what we have said about the boys of the same Grade, as the results of both were almost equal.

Junior Grade.—Boys.

Report of A. Farinelli.

The number of the boys of this Grade, 113, was the greatest, and larger than in the last year, but I regret to state that they have not given proof of having studied very much, as 25 candidates obtained no marks in Composition, and the answering in Grammar was generally not good; however, the prescribed and unprescribed passages were translated tolerably well.

JUNIOR GRADE.—GIRLS.

Report of A. FARINELLI.

These girls were inferior in Composition to the boys of the same Grade but somewhat superior in Grammar: their translations into English were rather satisfactory, and the failures in the same proportion as among the boys.

PREPARATORY GRADE.—BOYS.

Report of A. FARINELLI.

I have examined 62 boys of this Grade and I have found that the results in Composition were very unsatisfactory, as only four reached two thirds of the marks assigned to it. Also, in the Grammar questions they have given no proof of a good preparation. The translation of the prepared passage, however, was rather creditable, but not so that of the passage at sight.

PREPARATORY GRADE.—GIRLS.

Report of A. FARINELLI.

I am sorry to report that the few Preparatory Grade girls were in general inferior to the boys, chiefly in Composition, in which six got no marks at all.

MIDDLE AND SENIOR GRADES.—COMMERCIAL PAPER.—BOYS.

Report of A. FARINELLI.

I have to report that this time only three candidates presented themselves for examination in Commercial Italian; one Middle Grade candidate who failed, and two Senior Grade who succeeded very well.

Comparing the present examination with that of the last year, I find that the whole number of the candidates is increased by almost a hundred. I have also remarked in the Middle and Senior Grades some progress in writing Italian, but not in the other two grades.

SPANISH.

MIDDLE GRADE.—BOYS.

Report of V. STEINBERGER, M.A.

Of the few candidates that presented themselves only one gave proof of careful preparation. His answering in Grammar, Composition and Translation was very good.

CELTIC.

All Grades.—Boys.

Report of Rev. J. E. H. Murphy, M.A.

(*a.*) The answering in all Grades was, on the whole, good; and, considering that the examination papers were a little more difficult this year than last year, the results were very satisfactory.

In the Preparatory and Junior Grades many presented themselves for examination who had not made any serious study of the course: some having relied on translations got by rote, but not knowing, when the test came, where to begin or where to end; two of these giving a translation which had nothing in common with the passage of which it purported to be a translation; others failing to give the "word for word" translation, but supplying other translations "on chance." This kind of preparation is worse than useless, and received the reward which was meet. The candidates who failed, in this way, in translating, were lamentably weak in grammar and composition.

The compositions in all Grades (with the exceptions just mentioned) were good; and some of them even excellent.

(*b.*) The matters needing special attention in preparing students, seem still to be the declension of irregular nouns, the comparison of irregular adjectives, the conjugation of irregular verbs, the study of idiomatic phrases, and the proper collocation of the various classes of words in forming compound sentences.

Proper attention has not been given to accuracy of translation in the Middle and Senior Grades.

All Grades.—Girls.

Report of Rev. J. E. H. Murphy, M.A.

Four candidates presented themselves for examination—one in each Grade. Of these three obtained passes with Honours, and one a pass without Honours. The answering of the candidate in the Junior Grade was very good, and her composition was excellent.

DOMESTIC ECONOMY.

Senior Grade.—Girls only.

Report of Mary Bellingham Todd.

The answering of the Seniors in Domestic Economy was decidedly good.

In very few cases were the answers wanting in originality, while, at the same time, they afforded ample proof that the text-books had not been neglected.

Where knowledge of the actual practical work was required in the answer, it was frequently supplemented with an intelligent "reason why."

The average work of the average students was excellent.

The failing noticeable in many of the answers was a want of conciseness, as if the students were answering a number of questions instead of one.' With this exception the work is encouraging, and must have an important bearing upon the home life.

Middle Grade—Girls only.

Report of Fannie Gallaher.

The answers of this grade this year were uniformly intelligent, and afforded indisputable proof that the general education of the candidates was advancing steadily if not rapidly. The questions which required specific knowledge of the subject were not so successfully answered, on the whole, as those which gave scope to a display of that liberal learning now so popular with educationists. There was less of the home-girl and more of the world-woman in the answers—less practical information and more theoretical deduction. The demands of the age do not allow such a state of affairs to be any cause for regret; but, at the same time, the ordinary examiner cannot be reproached for hoping that the day may come when the girls of Ireland will recognise the fact that higher education, like certain proverbial chickens and other things less innocent, must come home to roost. Absolute, positive knowledge of the laws of life, home and market, will ever be a potent factor in our everyday happiness, and until this truth is grasped in a sensible fashion, the tendency of the class-room will be towards the development of the student at the expense of the woman, rather than of the woman and the student, *pari passu*.

In my opinion it would be very advisable if a system of object lessons in Domestic Economy could be devised and put into operation in every school worthy of the name where boarders are taken. Practice will always teach better than precept, let the study be what it may, and it would be almost as fair to expect pianoforte playing from a girl whose idea of music was based and built on Rockstro, as to look for housekeeping from one who had never stirred a saucepan nor dusted out a sitting room. The attempts at cookery given in some of the answers were enough to produce mental dyspepsia.

May I suggest to teachers that it would save a great deal of time and trouble if pupils were made to understand that there is little use in the elaborate verbal arrangements they sometimes make to conceal their want of definite knowledge? There are few examiners who were born yesterday; and those who were born many years ago can see at a glance through the little plots occasionally woven for the purpose of winning marks without earning them.

Junior Grade.—Girls only.

Report of Fannie Gallaher and Mary Bellingham Todd.

Our opinion respecting the answering of the Juniors in Domestic Economy is that it was on the whole satisfactory.

In the case of some students the work was not only creditably done as a lesson, but was apparently the result of a pleasant study, intelligently guided, beyond the region of mere book work.

On the other hand some answers clearly indicated a want of definite knowledge in the elementary branches, such as the meaning of "organ," "structure," or "function." Closely allied to absurdity were some of the answers on "How to roast a sirloin of beef?" Nearly half the students recommended the meat to be *held* close to the fire for a few minutes before putting it into the oven; and again not a few regulated the heat of the body by means of a thermometer.

It would be an advantage if the students during school lessons were obliged to keep to the point in answering questions in order to avoid mis-apprehension as to the nature of questions:—*e.g.*, in very few cases was an intelligent description of a working-man's cottage given; it was usually a long composition on the furniture of the cottage or the habits and possibilities of the workman and his family.

ELEMENTARY MECHANICS.

Senior Grade.—Boys only.

Report of James C. Rea, B.A.

The answering in this subject was on the whole satisfactory. Of the 101 examined—including 10 over-age—70 passed and 31 failed. Of those that passed, 28 passed with honours, and a few got nearly full marks.

I met some cases in which I suspected an unintelligent use of formulæ.

Questions 4, 7, 8, and 12 were, in general, badly answered; but I was pleased to find such an accurate grasp of fundamental principles evinced by those candidates who worked 7, 8, and 12, correctly.

It is surprising the number who failed to do Question 6, from not knowing how to find the volume of a cylinder. In the case of Senior Boys such ignorance of the elements of Mensuration, at a time when they are about to leave school, is inexcusable.

Many who answered the latter part of Question 5 were unable to give an accurate definition of acceleration, and very few could tell how a force is measured dynamically.

PLANE TRIGONOMETRY.

Senior Grade.—Boys and Girls.

Report of Rev. Francis Lennon, D.D.

The answering in Trigonometry of both boys and girls has been extremely good. Not merely is the percentage of passes high, but the general quality of the answering is excellent; and although only one boy has obtained full marks, a large proportion of those who have qualified have shown remarkable skill in the manipulation of trigonometrical formulæ.

ALGEBRA AND ARITHMETIC.

Senior Grade.—Boys and Girls.

Report of M. W. Joseph Fry, m.a.

The answering of the boys in the Senior Grade was satisfactory.

Failures resulted more from inaccuracy of work than from ignorance of theory. This was particularly exemplified in the attempts to obtain the coefficient of a power of x in a binomial expansion; a very large number of candidates after giving the coefficient right in its undeveloped form failed to approximate even to the final result.

Question No. 6 was answered well by a considerable number of boys. Many boys who showed that they had enough theoretical knowledge to do question No. 9 did not go on with their work.

The simultaneous equations were not answered well, impossible answers were shown up to No. 12 in a great number of cases, and no attempts were made to verify answers which admitted of easy verification.

All the questions, with the exception perhaps of a part of No. 10, were answered by the Senior Grade boys.

The Senior Grade girls worked somewhat more correctly than the boys, but their answering was of an inferior type.

EUCLID.

Senior Grade.—Boys and Girls.

Report of W. M'F. Orr, m.a.

The proportion of failures was small, the propositions, especially those of the first four books, being well done by most of the students. Many candidates however did not treat the doctrine of proportion in any consistent logical method. The fifth question was badly answered, and only a few candidates stated the definition of proportion in such words as showed clearly that they understood it. In the seventh question many candidates, while giving Euclid's definition of *duplicate ratio*, proved that similar figures are to each other as the *squares on* their homologous sides instead of the theorem set; their answers were thus not consistent. In doing the eighth question many did not confine themselves to what is usually considered Euclid, but used Algebra also. In both the seventh and eighth questions many considered the statement that when three straight lines are proportional, the first is to the last as the square on the first is to the square on the second, as being not the enunciation of a theorem but a definition.

Few candidates did deductions. The answers to the eleventh question were noteworthy from their large number and general badness; the attempts made to deduce the result from the corresponding theorem for a line divided into two parts being, with scarcely an exception, extremely illogical.

Middle Grade.—Boys.

Report of C. J. Joly, m.a.

I have little to add to former reports on this subject. The answering as a rule was very good, and the candidates appear to have been well taught.

I must, however, again refer to the needless repetition of enunciations and of data in comparing triangles. Students seem to think this is necessary, and they consequently lose much valuable time. In some cases students apologized for using symbols. Had they read the note on the paper they would have seen that apology was unnecessary, but it is generally necessary that the symbols used should be commonly accepted or carefully defined. I have no objection to the use of $(BD \cdot DC)^2$ for BD^2+DC^2, provided I can clearly see what the student means by it—a matter of considerable difficulty; but I have a decided objection to the statement $BC+CA=EF+FD$ in comparing triangles, for I can never be sure of the geometrical property desired to be expressed.

References were plentifully given, but a little discrimination in this respect is advisable. For instance, in the sixth question a reference to I. Post. 1 or 3 is not so important as a reference to III. Prop. 3, or III. Prop. 18.

In conclusion I would recommend students to read the questions before attempting them. Even some who answered brilliantly proved one proposition instead of another.

Middle Grade—Girls.

Report of J. P. Johnston, M.A.

The answering in this Grade, as a whole, cannot be considered satisfactory. The work of many of the candidates, while exhibiting considerable familiarity with the text of Euclid, showed that their knowledge of Geometry was small. There was a large amount of bad reasoning, and essential portions of proofs were often omitted, a fault particularly noticeable in the answers to questions 1 and 8. The number of instances in which propositions different from those asked were proved, was very great.

Some of the candidates did the propositions very well, and a few did some of the deductions.

Junior Grade—Boys of the Prescribed Age.

Report of J. P. Johnston, M.A., Patrick Kelly, and W. M'F. Orr, M.A.

The propositions were on the whole well done, the most noticeable defect being that where there were two cases, a very large number of students contented themselves with doing only one. In some instances they were cumbrously written out, with frequent repetitions, which involved a fruitless expenditure of time on the part of the candidates. Conjunctions were frequently misused. In many instances "and" was used instead of "therefore," leaving it doubtful whether the succeeding sentence should be regarded as an inference or an independent statement. The diagrams were frequently ill-drawn, and illegibly lettered, causing doubt and hesitation to the Examiners as to the merit of the solutions.

The treatment of the deductions by many students was highly creditable, not only on the ground of correctness, but also by reason of the geometrical knowledge and talent displayed.

The Examiners, however, regret to have to state that a considerable number who did the propositions well, passed over the deductions without making any effort to solve them; while the attempts of others consisted of purposeless constructions, unwarranted assumptions, and of a series of groundless inferences which appeared to themselves to establish the required conclusion, or to furnish the necessary construction. These attempts showed not only utter ignorance of analysis, but also of geometrical reasoning.

The Examiners would wish to call the attention of teachers to the great importance of the cultivation of analysis, which appears to be considerably neglected.

Junior Grade.—Girls.

Report of Patrick Kelly

The answering in this grade, when taken as a whole, can hardly be regarded as satisfactory, there being a large proportion of failures. Many candidates appear to have presented themselves in this subject without any serious preparation. In a great number of instances, long and comparatively difficult propositions, such as No. 3, were correctly written out by candidates who not only missed simple propositions, but made mistakes in attempting them, which would go to show that they had very confused conceptions of first principles. This inequality of answering made it difficult for the Examiner to resist the frequently-recurring suspicion that some propositions had been learned partly by rote, and reproduced without being clearly understood. In propositions having more than one case, the first only was, as a rule, given, with an equivalent loss of marks.

Of those who have passed, many have sent in excellent papers, not only proving the propositions with accuracy and intelligence, but in some cases attempting the deductions with success, and with a degree of elegance which showed skilful training and considerable originality. The mechanical part of the work was everything that could be desired—legible writing, neat figures distinctly lettered, and a very lucid disposition of the work on paper.

I would respectfully suggest that more attention ought to be paid to this subject; and that teachers should use the most searching tests to ascertain whether or not propositions, even when faultlessly written out, are thoroughly understood, as girls appear to have very quick memories, which enable them to furnish correct solutions with but little aid from the understanding.

Junior Grade.—Boys—Over-age.

Report of C. J. Joly, M.A.

The answering on this paper cannot be regarded as very satisfactory.

Question No. 3 was perhaps more generally and more fully answered than any of the others, even by those who had shown a very imperfect knowledge of the properties of a parallelogram in question No. 2. Many students who gave a proof that two circles cannot touch in two points, applied it only to internal contact, and went on to an incorrect proof for external contact. There was also large confusion of the terms

"touching' and "cutting." In No. 7 the case in which the segment is greater than a semi-circle was frequently given, and No. 8 was also well done. A good deal of pure carelessness was evident in No. 4, the equality of the various parallelograms being shown, while the addition was incorrectly done.

PREPARATORY GRADE.—BOYS.

Report of THOMAS W. INWOOD, B.A., and Rev. THOMAS POWER.

The results of the examination in Euclid in the Preparatory Grade (Boys) are decidedly satisfactory. The papers have been done really well by the majority of the candidates, and the failures are comparatively few. As a rule, the work was written out neatly, and the diagrams were drawn carefully. Some few of the boys, however, were totally unprepared in the subject, and did not succeed in getting a single mark. In several cases marks were lost because some question was misread and a different proposition given from the one asked. In answering question 7 a great many omitted to state that the parallelogram described at the beginning should be a rectangle. Of the deductions, question 10 was the one which was successfully answered most frequently, while question 9, which was very easy, was seldom properly interpreted.

PREPARATORY GRADE.—GIRLS.

Report of Rev. THOMAS R. POWER.

I consider the results of the examination satisfactory. Over 56 per cent. of those examined have passed, and again over 56 per cent. of those who passed have gained honour marks. The percentages would have been still better if many girls had not misread some of the questions proposed and answered totally different ones. But in general a very creditable knowledge of the text of Euclid was exhibited, and many put their work on paper very neatly.

ALGEBRA.

MIDDLE GRADE—BOYS.

Report of SWIFT P. JOHNSTON, M.A.

The answering of the boys of the Middle Grade was most satisfactory.

One of the pleasing features in the performance of this class was the large proportion of marks obtained for the solution of problems. It is in dealing with problems that the best test is found for distinguishing between a knowledge of the principles of algebra and the mere exercise of memory in applying rules—for distinguishing true teaching from cramming. The class is therefore deserving of special praise for its success in this direction. In particular, the most difficult problem on

the paper, difficult not in the solution but in the construction of the equations involved, was solved by several candidates with a completeness and "style" that would reflect credit on a much more advanced grade of mathematical knowledge.

The faults most strongly marked were carelessness and want of neatness. The loss through mere carelessness must have reached a high percentage. Perhaps the blame does not rest wholly with the students; one cannot but think that a very slight amount of instruction and practice in the proper way to write out examination answers, would have been effective to stop this leakage of marks.

Middle Grade.—Girls.

Report of Swift P. Johnston, M.A.

It is perhaps a little unfortunate that, in examining the answering of the girls in this subject, the contrast with the boys was continually suggesting itself. The contrast was not in favour of the girls.

There is one point in which the girls have a decided advantage—that is in neatness. But even in their strong point there is a weakness. Neatness was too often secured at the loss of time. Duplicate working of results in the rough and in the finished form seemed the nearly universal rule. Very frequently the copy marked "rough work" was just as presentable as that which was intended for the Examiner's eye. It is true that time is not a vital element when three hours are assigned to a paper of twelve questions, nevertheless it is a factor whose importance increases as the student advances.

Junior Grade.—Boys of the Prescribed Age.

Report of M. W. Joseph Fry, M.A., H. C. M'Weeney, M.A., and James C. Rea, B.A.

The examiners consider that the answering in this subject has been fair. Some candidates obtained full marks, and the work of many was done in a style which showed very careful teaching and preparation. Examining the questions in detail we find that those on simplification, Lowest Common Multiple, and the simple equations in one unknown, were in general well done. A large proportion failed at the question on Highest Common Factor, and the x factor was almost invariably omitted in the answer. The simultaneous equations were poorly done; many gave the values of x and y in terms of y and x respectively. Comparatively few attempted the problems, and except in a small number of cases the methods were defective, no clear statement being made as to what the symbols stood for.

Junior Grade.—Boys—Over-age.

Report of Swift P. Johnston, M.A.

The answering of this class shows it to have attained a very fair standard of mathematical knowledge. There were a number of complete failures; but, on the other hand, some candidates showed such proficiency as caused surprise at finding them ranked as Over-age Juniors. Had they been required to answer the paper set in the Middle Grade, they would, no doubt, have done themselves credit.

JUNIOR GRADE.—GIRLS.

Report of Rev. FRANCIS LENNON, D.D.

In the girls' Junior Grade Algebra, a great improvement has taken place in the answering as compared with that of three years ago, when I last examined in the subject. About sixty per cent. have passed, and many of these show a good working-knowledge of the elementary rules and processes of Algebra.

PREPARATORY GRADE.—BOYS.

Report of GERALD GRIFFIN and H. C. M'WEENEY, M.A.

The answering, on the whole, was good. The candidates showed a fair knowledge of the simple rules and of the methods of finding the Highest Common Factor. The simplification questions were not so well understood, and many students appeared to be unable to deal with brackets. The question on Lowest Common Multiple was not well answered. We are of opinion that greater familiarity with the simpler cases of factors is desirable.

PREPARATORY GRADE.—GIRLS.

Report of Rev. FRANCIS LENNON, D.D.

The girls of the Preparatory Grade have answered well in Algebra. The per-centage of passes is fairly high, and a large number show that they have been well trained in simplifying complicated algebraical expressions.

ARITHMETIC.

MIDDLE GRADE.—BOYS.

Report of P. A. E. DOWLING, B.A.

The answering on this paper was, on the whole, satisfactory. Only 22 per cent. failed to pass, and 42 per cent. passed with honours.

The majority of the students missed Questions 5 and 11, especially the latter, which they did not seem to consider at all carefully, as—of those who attempted it—at least 60 per cent. gave as the solution :—"There is no per-centage gain or loss on the transaction."

In many cases the solutions presented were long and the details very inaccurate though several papers were perfect models and showed complete grasp of the subject and most judicious preparation in it.

MIDDLE GRADE.—GIRLS.

Report of Rev. JAMES DOWD, B.A.

The answering in general was poor. The working out of the questions was very often inaccurate, and the students had not kept up the work of the previous year as well as they should have done. The new work of the Middle Grade had been fairly prepared.

JUNIOR GRADE.—BOYS.

Report of P. A. E. DOWLING, B.A., and Rev. P. KEOGHAN, B.A.

Taken as a whole the results of the examination on this subject can scarcely be considered satisfactory. The answering in many instances was of a very medium character, while more than 10 per cent. of the papers sent in were absolutely worthless, the examinees showing no knowledge whatsoever of the subject. It very often occurred that where the principles underlying a correct solution were understood the work was marred by gross blunders of calculation. These mistakes, when not the result of carelessness, were often traceable to a want of neatness and method in the work. Teachers should be careful to impress on their pupils the great necessity for neatness as it is mainly by it accuracy can be ensured. The absence of method was particularly observable in the questions treating of fractions and it was frequently impossible to follow the process by which the answer was obtained from the fragmentary way in which the work was done. We think it well to observe that in dealing with complex fractions the various portions of the question should not be simplified piecemeal, but after transferring the question on to the answer book its several parts should be simplified concurrently, so that the examiner will see at a glance the entire work. Sufficient attention too had not been paid to the relative binding effects of the signs, nor to the use of brackets, which were fruitful sources of error. The two methods of treating fractions preparatory to the extraction of the square root, viz. :—(1) making the denominator a perfect square, or (2) reducing the fraction to a decimal, should be more carefully taught, as we only remember meeting five instances where the former and comparatively few where the latter method was adopted. While calling attention to these defects we gladly bear testimony to the excellent work sent in by several candidates.

JUNIOR GRADE.—GIRLS.

Report of Rev. JAMES DOWD, B.A.

The average of answering was fair. The students were not always able to recognize questions put in an unusual or new form. Inaccuracies in working out questions were far too common.

JUNIOR GRADE.—BOYS—OVER-AGE.

Report of Rev. JAMES DOWD, B.A.

The answering was very varied, in some cases remarkably good, in some cases bad. The general average was not what it should be.

PREPARATORY GRADE.—BOYS.

Report of P. A. E. DOWLING, B.A., and F. A. WHITTON.

The answering on the whole was highly satisfactory, the failures being but a very small proportion of the entire number examined, while of those who passed the great majority obtained high honour marks. In the main, the candidates were thoroughly well prepared and exhibited a good general knowledge of the subject. As usual, questions requiring the exercise of the reflective faculties were those in which the students were least successful. It is right to add that the execution of the work, in most instances, showed care and neatness.

PREPARATORY GRADE.—GIRLS.

Report of Rev. JAMES DOWD, B.A.

The answering was in general very good, and in very many cases excellent. If this is kept up the answering of these students in the Junior and Middle Grades when they come to these grades ought to exhibit a decided advance on that for the present year in both grades.

BOOK-KEEPING.

MIDDLE GRADE.—BOYS AND GIRLS.

Report of F. A. WHITTON.

Of the boys examined on this occasion less than one-twelfth failed.

Of those who passed, honour marks were obtained by a smaller proportion than in the preceding year. I attribute this to the fact that while the candidates exhibited a good general knowledge of the elementary portion of the subject, they were somewhat deficient in the more advanced part requiring some exercise of thought and consideration.

With respect to girls, less than one-fourth failed.

In the case of both boys and girls, I am glad to be able again to state that, in most cases, the penmanship and execution of the work were highly creditable.

JUNIOR GRADE.—BOYS AND GIRLS.

Report of F. A. WHITTON.

Although the number of boys examined is largely in excess of that in the preceding year the proportion of those who failed, slightly over one-fourth, is nearly identical. Out of those who passed, however, a larger proportion obtained honour marks on this occasion.

In the case of girls the candidates were nearly double those in 1893. In the present year the proportion of failures was considerably less than one-fourth, and of those who passed more than one-half obtained honours.

I am of opinion that the students who passed were generally well prepared, and possessed a good practical knowledge of the subject.

The execution of the work as regards handwriting and formation of figures was, on the whole, very good.

NATURAL PHILOSOPHY.

JUNIOR, MIDDLE, AND SENIOR GRADES.—BOYS AND GIRLS.

Report of GEORGE COFFEY, B.E., and J. JOLY, D.SC., F.R.S.

In the Junior Grade the answering is on the whole indicative of careful preparation. The number of passes is high, and among the candidates obtaining honours there are many of much merit both as regards the degree of understanding displayed and the style in which the questions have been answered.

There is one feature, however, in the manner in which the students are prepared for this examination which is not a matter of congratula-

tion and which is conspicuously revealed in the answers to some of the questions upon the paper. The preparation appears to be, in an undue degree, of the nature of "grinding" and the knowledge displayed by the students, in the large majority of cases, shows a serious lack of practical teaching by experiments.

The powers of observation of the student seem to be, in fact, left uncultivated. He cannot distinguish or describe any difference in the physical properties of common substances, such as iron, water, sand and air, while he can answer with perfect facility a question on the velocity acquired by a body falling at the surface of the moon. A large number of those attempting the question upon the physical properties offer a string of scholastic definitions *often completely misapplied*, as "porosity, extensibility, elasticity, penetrability," etc., etc. This, in our opinion, reveals a most serious deficiency in the preparation. It strikes the examiner at once that a pupil who cannot answer this question is very unlikely to understand the meaning of "g" or appreciate, outside mere definition, any distinction between mass, inertia, and weight. Many indeed answer questions on the latter with perfect precision, quoting certain classical definitions, who cannot say in what respects water and iron differ from one another. Again, many attempting the question on specific gravity quote the formula correctly while representing in the diagram the most impossible modes of carrying out the experiment.

All this points to the conclusion that too much is attempted in this Junior course, and too little taught as it should be taught. The one aim in teaching Physics should be to give the pupil an intelligent interest in the natural phenomena around him. A book-knowledge of definitions and formulæ, not verified and explained to the student by reference to nature, is not of much value. In short, the idea derived from a perusal of the majority of the answers is that while the preparation has been most careful it is not of the right sort; rather tending to narrow and cripple the understanding, by transcending its capabilities and ignoring its functions, than to lead it out to a contemplation of the phenomena of nature. Until experimental teaching and experimental learning are introduced into schools generally this evil has little chance of being abolished.

It is quite to be expected from the existence of the evil alluded to that the answering in the higher grades should show but little advance over the merit displayed in the Junior Grade. In the Senior and Middle Grades neither the style nor matter of the answers have improved above those displayed by the younger candidates in a degree corresponding to the difference of age. Quite easy questions involving a little knowledge of what is measurable by experimental means are attempted by the most impossible suggestions. This would be at once remedied by experimental teaching; when, even if the student's memory failed him as to the correct procedure, he would not hazard such a suggestion as that of measuring the velocity of sound in a rod six feet long by stationing an observer at each end with watches, who are to observe the interval elapsing between sending and receiving a signal through the rod. Again, in the Middle Grade, whereas the numerical questions were constantly answered correctly, very few, even approximately, correct answers were given to a simple question on the pressure of a vapour in presence of its liquid.

There were in these grades, however, many cases to which the above criticism does not apply, but in which the student really appeared to appreciate the principles of the science and the possibilities of physical measurement.

CHEMISTRY.

Junior, Middle, and Senior Grades.—(Boys and Girls).

Report of E. A. Letts, ph.d., f.c.s.

With reference to this year's examinations in Chemistry I beg to report as follows :—

On the whole the answering was good, and showed that the boys and girls had been carefully prepared. But I must again draw attention to the nearly complete ignorance shown by nearly all the candidates in the Middle and Senior Grades of practical work. The only remedy I can suggest is, that future examiners should be instructed to set more questions in this subject or to put a higher value on them.

DRAWING.

OBJECT DRAWING.

Senior Grade.—Boys and Girls.

Report of John Carroll.

The result of the examination in this subject is good, only 14 papers out of a total of 57 having failed to obtain 25 per cent. of the maximum number of marks, while 23 papers secured 50 per cent. or more.

The faults to be noted in examining the drawings are (1) excessive darkness of the shadows, (2) exaggerated effects of reflected light, and (3) misapplication of the elementary principles of perspective, i.e., representing the objects rather as they are, than as they appear under the conditions given on the examination paper. For instance, some candidates have made drawings of the open book, showing all the four corners as right angles, and all the edges of their actual length. It is obviously impossible for the book, lying flat upon a table of the ordinary height, to have that appearance, unless the eyes of the candidates were placed immediately over the centre of the book.

PERSPECTIVE AND PROJECTION OF SHADOWS, ETC.

Senior Grade.—Boys and Girls.

Report of W. E. Crowther.

There was a fair proportion of satisfactory papers containing really conscientious work, but in question 4 the pyramid was in all cases drawn with its most distant edge only parallel to the picture, instead of the whole of the most distant face being so placed. Owing to this no candidate quite obtained full marks.

It is regrettable that no attempt is made to teach this subject by the more direct and practical method which avoids the use of measuring points, and which is now employed in most examinations.

In the Projection of Shadows section, many failed in the preliminary projection of the solids, and the work in this subject was not at all equal to that in Perspective, which appears to be the more attractive subject.

Freehand.

Middle Grade.—Boys.

Report of John Carroll.

Of the 241 papers entrusted to me for examination in this Grade, about three-fifths secured at least 25 per cent. of the total number of marks given for this subject, and of these over 100 papers obtained 50 per cent. at least. One or two exercises secured full marks, and several others came very near the maximum.

It may be interesting and instructive to both teachers and pupils to point out what qualities in the drawing of the example are necessary to secure a high percentage of marks. They are (1) Proportion, (2) Balance or Symmetry, (3) Continuity of line, or the connection between the several visible parts of the two leading lines or stems of the foliated ornament.

Most of the marks have been lost through not seeing, or, at any rate, not representing this feature—the skeleton or frame-work of the design, on which all the rest either hangs or is built up.

Middle Grade.—Girls.

Report of Edward S. O'Brien, B.E.

Much excellent work was done in this subject, some 64 per cent. of the candidates having obtained marks varying from 100 to 200, 4 per cent. from 200 to 250, and but 2 per cent. showed practically entire want of knowledge by only obtaining from 0 to 25.

Students would do well to see that their pencils, &c., are suitable and in proper order, as some otherwise capital drawings were spoilt by coarse and rough outlines.

That the example, though by no means easy, was one eminently suitable is shown by the results and it is most creditable to both students and teachers that so few unprepared candidates presented themselves for examination and that so many obtained high marks.

Practical Geometry.

Middle Grade.—Boys and Girls.

Report of W. E. Crowther.

The discrepancy between the gross number of marks obtainable and the number actually awarded in this examination is so great as to suggest that no adequate attempt is made to realize the requirements of the programme, and a very cursory inspection of the papers is sufficient to show that a large proportion of the candidates have entered the examination without hope of success.

No other conclusion than this is possible when so many blank sheets, so many sheets without examination numbers, and so many sheets bearing other evidence of carelessness, are sent in. Thus one-half of the candidates apparently did not take the trouble to bring scales, squares, &c.,

or to use them, and although the girls' papers indicate greater steadiness of application than the boys', many of the answers are merely misapplied reminiscences of text-book diagrams, betraying inability to deal with the smallest deviations from stock problems such as require efforts of the reasoning or imaginative powers.

Freehand.

Junior Grade.—Boys.

Report of John Carroll

The result of the examination in Freehand drawing of the Junior Grade boys is decidedly good, over 70 per cent. of the exercises having secured at least 25 per cent. of the maximum number of marks whilst, of these, considerably more than half have gained 50 per cent. or over.

In examining the drawings of this grade, the two most important features that have to be considered are (1) Proportion, and (2) Balance or Symmetry.

In cases where either of these have been ignored very few, if any, marks have been awarded.

I regret to state that there are still some papers that indicate ignorance of even the simplest and most obvious mode of construction for a symmetrical figure viz. that of drawing a centre line first on which to build up and balance the copy of the example.

Junior Grade.—Girls.

Report of W. E. Crowther.

The marks awarded are a sufficient attestation of the general excellence of this year's work.

As is usual in copying vase forms there is some weakness in regard to balance. If the simple expedient of reversal or inversion were more resorted to the fault would be overcome. Want of success in grasping the general shape or proportions of the object was also apparent, suggesting that students should acquire the habit of viewing the example and copy from a distance, as by holding the paper at arms length occasionally. Any devices which thus give a new view of the work cannot be too highly estimated as a means of freshening the judgment.

Junior Grade.—Boys.—Over-age.

Report of Edward S. O'Brien, B.E.

That much of the work done in this subject was good is shown by the fact that about 52 per cent. obtained from 100 to 200 marks and 9 per cent. 200 to 250.

But on the other hand 9 per cent. of the candidates obtained marks varying from 0 to 25, which, in Freehand drawing, may be taken as indicating entire absence of preparation in such candidates, as a student could hardly fail to obtain over 25 marks even though wanting in natural aptitude, had he received any teaching on the subject.

Some candidates have done their drawings the same size as the examples and of these a few possibly from want of attention to the directions printed on the examination papers.

Practical Geometry.

Junior Grade.—Boys.

Report of W. E. Crowther and Edward S. O'Brien, B.E.

A gratifying degree of excellence is manifest in the work of this examination, 36 per cent. of the candidates having obtained marks varying from 100 to 200. There was much evidence of good and careful teaching. The fact that over 5 per cent. secured no marks at all appears to show, however, considerable laxity in regard to the presentation of quite unprepared students.

We have also to note that there is much want of clearness as to methods, and that many candidates have lost marks by neglect of the rule requiring that all construction lines shall be clearly shown.

Greater attention should be given to neatness of working, the possession and proper employment of scales, set squares and other instruments. Scarcely any candidates attempted to rule in properly the sectional shading of question 7.

In the plan of the hexagonal pyramid the diagonals were commonly omitted, apparently by inadvertence. It was rare to find a satisfactorily constructed ellipse, and many attempts were made to gain a proportion of marks by sketchy suggestions of construction, not fair either to other candidates or to the examiners.

The very simple construction necessary for three circles in contact was not generally known, and few candidates realised that a scale of one-thirtieth is two-fifths of an inch to the foot.

Junior Grade.—Girls.

Report of Alice M. Keogh.

In this subject the answers ranked themselves, generally speaking, into either of two classes : good and bad. Some of the papers done by candidates were most excellent, the problems well and neatly worked, and Geometry evidently well understood; other papers showed great carelessness, and the work was rough and clumsy.

Many of the candidates made little or even no attempt to answer the questions.

Question No. 5 was omitted by many, and many others gave an answer on scales that had little merit in itself and had no reference to the question.

Question No. 3 appears to have been more frequently answered by guesswork than by any knowledge of the problem.

Some of the answer sheets had the work done on both sides, which is most inconvenient for the examiner as sometimes the work on the second side escapes notice in the first instance.

Freehand.

Preparatory Grade.—Boys.

Report of Alice M. Keogh

On the whole the drawings were fair and well placed upon the paper. Some of the drawings were so excellent that they obtained, in some cases full, in others almost full, marks ; but on the other hand, there were a number of very poor drawings.

Many of the candidates who went in for the examination were evidently not qualified for it, either from want of sufficient instruction or some other cause.

The majority of the candidates missed the *character* of the object.

Many, in their desire to make a *good line* or a *neat* drawing, overlooked the more essential qualities of the *character* of the object, and *proportion*.

PREPARATORY GRADE.—GIRLS.

Report of EDWARD S. O'BRIEN, B.E.

Much excellence was shown by the candidates in this grade, no less than 53 per cent. obtaining from 100 to 200 marks, and nearly 10 per cent. from 200 to 300, while the number making little or no attempt at work was very small.

Students would do well to pay more attention to the correctness of their outlines, as nearly all lost more or less marks through their drawings being distorted, many of the best finished failing badly in this respect.

Candidates should also take more care to provide themselves with suitable drawing materials, without which clear and neat outlines cannot be obtained.

On the whole the examination may be considered to reflect credit on both the candidates and their teachers.

SHORTHAND.

JUNIOR, MIDDLE, and SENIOR GRADES.—BOYS and GIRLS.

Report of HENRY HOLT and CHARLES RYAN.

We are glad to be able to report an improvement in the answering this year in all the grades. We believe this has been to a considerable extent due to our action last year, when we were compelled to reject a large number of candidates who had entered without sufficient preparation. Such want of preparation was not apparent this year, for those who presented themselves were, as a rule, much better grounded in the system. In no respect was the improvement more remarkable than in the answering on the "B" paper (translation from Shorthand into Longhand). Many of the candidates in 1893, especially in the Junior and Middle Grades, showed a gross ignorance of spelling; and in the "A" paper a large number were unacquainted with even the elementary principles of phonography. This year, the work on the "B" paper was creditably done in many cases; and although in the "A" paper the improvement was not so great, there was an advance as compared with 1893 in all the grades.

We have, however, to notice that some candidates seem to think that the *quantity* of work done within the time allotted for the examination is of more importance than its quality; and that by hurriedly getting through the whole, or a large proportion of the papers, they can atone for careless and incorrect writing. Others, especially in the Junior Grade, while displaying an acquaintance with the most advanced abbreviating devices, which can be profitably used only by experienced writers of the system, manifested an ignorance of those elementary principles which should be thoroughly mastered in the first instance. A candidate who habitually confuses the characters for "l" and "sh," "m" and "n," "p" and "ch," or the "f" and "n" hooks, who writes "chart" instead of "part," "seem" for "seen," or "grove" instead of "grown," can never attain proficiency by adopting abbreviating principles suitable for the reporting style, but for the use of which he is utterly unfitted. Such students, if they are ever to become expert shorthand writers, should recommence at the beginning, and ground themselves carefully in the first principles. We have always awarded a larger number of marks to candidates who have done a substantial portion of the papers correctly and neatly, than to those who have attempted to write the entire hurriedly and incorrectly.

The experience gained from the examinations of 1893 led us to recommend the withdrawal this year of the "C" papers, containing questions on the theory, as we found that those papers gave an undue advantage to candidates who possessed a mere theoretical knowledge, to the detriment of those who had acquired a more practical mastery of the system; and that many students, who were able to answer a large number of such questions, showed, by their unsatisfactory work on the practical "A" and "B" papers, that they were incapable of applying the rules, which they had evidently learned by rote, without understanding their meaning or application. The result of this year's examination confirms us in the view that the "C" papers supply no additional criterion of the candidates' knowledge of the system, which is better tested by the practical application of the rules required in working the "A" and "B" papers.

Exception was taken in some quarters to the length of the papers set in 1893. As a result of our experience of last year's examinations, we thought it better to reduce the number of words set in each grade, while still, however, requiring from every candidate a satisfactory knowledge of the system in order to qualify for passing.

MUSIC.

Junior, Middle, and Senior Grades.—(Girls only).

Report of Thomas Gick, Mus.D.

I beg to submit the following report on the examination of answer-books in the Theory of Music:

Junior Grade.

In Notation, Scales, and Intervals the answering was generally good. Many of the students, however, lost time in writing out *all* the modes of the minor scale, instead of confining themselves to the mode asked for.

The answering in HARMONY was weak, particularly in figured Bass; only nine of the students succeeded in getting full marks.

The GENERAL RESULT is, however, very creditable to the Junior Grade, as of the 628 students 235 passed, 213 passed with honours, and of this latter number no less than 18 scored marks numbering from 400 to 475. 180 failed in obtaining the requisite number for a pass.

MIDDLE GRADE.

SCALES.—The answering was fairly good; but marks were lost by some students writing their answer in a mode which is practically obsolete, and would not be likely to be met with in any of their vocal or instrumental music.

KEY RELATIONSHIP.—The answering in this part of the subject was not good, the majority having but a misty idea of the relationship of keys.

HARMONY.—The answering to questions 4 and 7 was generally weak, and in the Figured Bass exercise—No. 10—only one succeeded in obtaining full marks.

HISTORY.—In this also the answering was not satisfactory by many of the students, only one obtaining full marks.

TRANSPOSITION.—The exercise was well done by a large majority of the students. Of the 192 examined 79 passed, 55 passed with honours, and 58 failed to obtain the requisite number for a pass.

SENIOR GRADE.—Seventy examined.

INTERVALS AND SCALES.—The answering was fairly good.

ACCENT.—Not so good.

MUSICAL FORM.—On this question only two got full marks, many of the students making no distinction between the Concerto and Sonata forms of composition.

MUSICAL HISTORY.—The answering was generally good.

TRANSPOSITION was also good, students showing an intelligent acquaintance with the scales connected with the transposition of the exercise.

FIGURED BASS.—The answering was good. Students, however, would find their difficulties lessened if they gave themselves more space when adding the figured harmonies.

COUNTERPOINT TO A GIVEN SUBJECT.—This was fairly well done, but none of the students answered sufficiently well to entitle them to full marks. In this exercise there was a sequential progression which should have been sequentially harmonised. Evidently none observed this, otherwise their work would have been better and presented fewer difficulties.

RESULT.—22 passed, 37 passed with honours, and 11 failed to obtain the requisite number for a pass.

GENERAL OBSERVATIONS.

Comparing the answering of the examination just held to that of 1885, when I last examined, there is a decided improvement in the general knowledge displayed by nearly all the students in the Theory of Music. In assigning the marks to the several questions—within the

rules fixed by the Commissioners—I assigned the largest number to those questions which required the longest study and widest knowledge to their successful answering.

I observed, particularly in the Junior Grade, that many students did not place their examination number on the *music paper*. This should be done as well as on the answer book; for, if by any chance the music sheet got separated from the answer book on which the number is placed, there would be little, if anything, to identify it with the answer book.

BOTANY.

Junior, Middle, and Senior Grades.—Girls only.

Report of George Sigerson, M.D.

I have the honour to report that I have examined the papers of 101 candidates in the Junior Grade, of 47 candidates in the Middle Grade, and of 9 candidates in the Senior Grade.

Notwithstanding a certain percentage of failures, the papers in all the Grades appear on the whole to indicate honest work, and bear evidence to the intelligent industry of the candidates. There are some papers, indeed, which deserve high commendation, and exhibit proof of exact study and scientific teaching.

I noted last year that the Senior Grade did not seem to carry out the promise shown in the work of the Middle Grade. With fuller opportunity for forming an opinion in this, my second year, I find the facts confirm that view. The candidates in the Senior Grade have, indeed, done well, but their number falls below what it should be, if the members of the Middle Grade of last year had been drafted into it.

Appendix IV.

LIST OF SCHOOLS TO THE MANAGERS OF WHICH RESULTS FEES WERE PAID IN 1894, AND AMOUNTS OF SUCH FEES.

LEINSTER.

County	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).	Amount paid (Local Taxation Accounts).	Total Amount paid.
				£ s. d.	£ s. d.	£ s. d.
Carlow,	Carlow,	Carlow College,	4	13 6 8	37 8 10	50 15 6
	Do.,	Christian Schools,	7	8 0 5	42 16 4	50 16 9
	Do.,	The Academy,	2	5 0 0	19 5 6	24 5 6
Dublin,	Dublin,	Belvedere College (S.J.),	45	139 5 0	456 4 6	595 9 6
	Do.,	Carmelite Seminary, 41, Lower Dominick-street,	1	4 9 7	7 2 11	11 12 6
	Do.,	Catholic University School, 89, Lower Leeson-street,	20	48 1 8	177 19 4	226 1 0
	Do.,	Christian Schools, James's-street,	34	43 0 5	254 17 1	297 17 6
	Do.,	do., Marino,	12	19 5 5	71 4 10	90 10 3
	Do.,	do., North Brunswick-street,	24	16 11 3	139 18 6	156 9 9
	Do.,	do., North Richmond-street,	174	311 18 4	1,534 1 11	1,846 0 3
	Do.,	do., Synge-street,	64	117 17 8	494 6 3	612 3 9
	Do.,	do., Westland-row,	46	92 15 10	364 13 5	457 9 3
	Do.,	Great Brunswick-street School,	2	5 16 8	10 5 10	16 2 6
		Carried forward,	435	825 8 9	3,610 5 3	4,435 14 0

LIST of SCHOOLS to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).			Amount paid (Local Taxation Account).			Total Amount paid.		
				£	s.	d.	£	s.	d.	£	s.	d.
		Brought forward,	435	825	8	9	3,610	5	3	4,435	14	0
DUBLIN—*continued*,	Dublin,	High School, 40, Harcourt-street,	63	213	0	10	607	19	5	821	0	3
	Do.,	King's Hospital, Oxmantown,	15	45	1	8	100	4	1	145	5	9
	Do.,	Masonic Orphan Boys' School,	21	74	16	8	169	15	4	244	12	0
	Do.,	Merchant Tailors' School,	7	8	0	5	56	18	7	64	19	0
	Do.,	N. City Academy,	1	3	0	5	4	4	7	7	5	0
	Do.,	Private School, Clontarf,	2	6	5	0	20	6	0	26	11	0
	Do.,	Rathmines School,	26	122	15	0	258	5	3	381	0	3
	Do.,	Sandymount Academical Institution,	11	28	12	11	105	16	4	134	9	3
	Do.,	St. Mary's College, Rathmines,	18	29	13	4	128	14	5	158	7	9
	Do.,	Wesley College,	16	69	6	8	157	12	4	226	19	0
	Blackrock,	Blackrock College,	72	218	5	0	666	11	6	884	16	6
	Do.,	Avoca School,	4	9	15	10	19	9	2	29	5	0
	Castleknock,	St. Vincent's College,	40	120	7	11	338	13	7	459	1	6
	Clondalkin,	St. Joseph's Seminary,	4	10	10	5	30	15	10	41	6	3
	Glasnevin,	St. Vincent's Orphanage,	34	57	16	3	247	2	3	304	18	6
	Kingstown,	Corrig School,	24	41	13	9	145	8	6	187	2	3
	Do.,	Kingstown School,	3	20	16	8	50	14	4	71	11	0
		Carried forward,	796	1,905	7	6	6,718	16	9	8,624	4	3

List of Schools to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount Paid (Original Endowment).			Amount paid (Local Taxation Account).			Total Amount paid.		
				£	s.	d.	£	s.	d.	£	s.	d.
		Brought forward,	796	1,905	7	6	6,718	16	9	8,624	4	3
DUBLIN—*continued*,	Kingstown,	Christian Schools,	10	—			70	5	3	70	5	3
	Do.,	Northumberland School,	1	6	5	0	16	2	0	22	7	0
	Santry,	Santry School,	6	30	16	8	76	11	4	107	8	0
	Terenure,	Carmelite College,	6	7	3	4	82	10	11	89	14	3
	Do.,	Mount Tallant School,	1	—			7	0	0	7	0	0
KILDARE,	Athy,	Christian Schools,	19	24	18	4	134	18	11	149	17	3
	Monasterevan,	Do.,	2	3	10	10	15	2	8	18	13	6
	Newbridge,	St. Patrick's,	5	9	7	1	30	17	8	40	4	9
	Sallins,	Clongowes Wood College (S.J.),	60	221	6	8	612	1	7	833	8	3
KILKENNY,	Callan,	Christian Schools,	4	3	10	10	27	5	11	30	16	9
	Kilkenny,	Do.,	25	41	18	9	170	10	9	212	9	6
	Do.,	Pococke College,	27	113	2	11	232	3	7	345	6	6
KING'S COUNTY,	Parsonstown,	Presentation Brothers' Intermediate School,	8	12	1	8	58	3	4	70	4	0
LONGFORD,	Longford,	St. Mel's College,	10	46	19	2	117	3	10	164	3	0
		Carried forward,	979	2,436	8	9	8,329	13	6	10,756	2	3

LIST of SCHOOLS to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees—*continued.*

County.	Town,	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).	Amount paid (Local Taxation Account).	Total Amount paid.
				£ s. d.	£ s. d.	£ s. d.
		Brought forward,	979	2,426 8 9	8,329 13 6	10,756 2 3
LOUTH,	Drogheda,	Christian Schools,	20	26 11 8	128 0 10	154 12 6
	Do.,	Grammar School,	8	25 17 1	72 16 8	98 13 9
	Dundalk,	Christian Schools,	61	123 2 6	431 6 9	554 9 3
	Do.,	Educational Institution,	22	79 10 0	197 0 6	276 10 6
	Do.,	St. Mary's College,	23	58 11 8	213 4 1	271 15 9
MEATH,	Kells,	Christian Schools,	10	11 11 3	66 14 6	78 5 9
	Navan,	St. Finian's Seminary,	9	22 15 10	62 5 8	85 1 6
QUEEN'S COUNTY,	Mountrath,	The Monastery,	8	16 5 0	50 10 9	66 15 9
WESTMEATH,	Bunbrusna,	Farra School,	10	37 10 0	88 8 9	125 18 9
	Mullingar,	Christian Schools,	31	61 12 11	227 9 7	289 2 6
WEXFORD,	Enniscorthy,	Christian Schools,	19	27 18 4	131 11 2	159 9 6
	Gorey,	do.,	7	16 11 3	43 4 0	59 15 3
	New Ross,	do.,	13	15 7 1	68 9 8	83 16 9
	Do.,	College of Our Lady of Good Counsel,	3	9 0 5	22 17 4	31 17 9
	Wexford,	St. Peter's College,	29	63 2 6	231 7 9	294 10 3
	Do.,	Tate School,	5	11 5 0	48 19 3	60 4 3
	Do.,	Wexford School,	2	5 0 0	11 2 6	16 2 6
		Total,	1,259	3,038 1 3	10,425 3 3	13,463 4 6

List of Schools to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees—*continued.*

ULSTER.

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowments).	Amount paid (Local Taxation Accounts).	Total Amount paid.
				£ s. d.	£ s. d.	£ s. d.
ANTRIM.	Ballycastle,	Intermediate School,	1	3 15 0	5 5 0	9 0 0
	Ballymena,	Gracehill Academy,	3	14 12 6	36 13 0	51 5 6
	Do.,	Intermediate School, 15, Castle-street,	2	5 10 0	22 15 0	28 5 0
	Do.,	do., Galgorm-road,	3	11 0 5	21 18 1	32 18 6
	Do.,	Wellington School,	1	8 0 0	13 12 0	21 12 0
	Ballymoney,	Intermediate School,	3	19 11 3	67 6 10	86 18 6
	Belfast,	Christian Schools,	40	79 11 3	296 3 9	375 15 0
	Do.,	Mercantile College,	16	25 14 7	140 11 5	166 6 0
	Do.,	Methodist College,	54	187 8 4	574 11 2	761 19 6
	Do.,	Ormeau Intermediate and Commercial Academy,	2	9 15 10	18 4 2	28 0 0
	Do.,	Royal Academical Institution,	51	207 4 7	552 19 5	760 4 0
	Do.,	Royal Academy,	22	91 10 10	217 2 8	308 13 6
	Do.,	St. Malachy's College,	28	59 15 10	226 13 8	286 9 6
	Larne,	Grammar School,	5	15 13 4	44 8 8	60 2 0
	Lisburn,	Intermediate School,	1	5 0 0	9 15 0	14 15 0
	Do.,	Ulster Provincial School,	2	3 0 5	15 19 10	19 0 3
	Do.,	Drumbo Intermediate School,	2	6 6 8	9 14 10	16 1 6
	Templepatrick,	Ladies' Intermediate School,	1	0 10 5	2 4 7	2 15 0
ARMAGH.	Armagh,	The Academy,	4	18 4 7	32 8 11	50 13 6
	Do.,	Royal School,	7	20 2 1	53 2 11	73 5 0
	Do.,	St. Patrick's College,	8	17 4 7	72 6 2	89 10 9
		Carried forward,	261	809 12 11	2,433 17 1	3,243 10 0

LIST of SCHOOLS to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).	Amount paid (Local Taxation Account).	Total Amount paid.
				£ s. d.	£ s. d.	£ s. d.
		Brought forward,	261	809 12 11	2,433 17 1	3,243 10 0
ARMAGH—*continued*,	Lurgan,	The College,	17	78 17 11	213 16 1	292 14 0
	Portadown,	Intermediate School,	2	5 17 6	20 9 6	26 7 0
CAVAN,	Cavan,	Royal School,	10	24 11 8	101 12 7	126 4 3
	Do.,	St. Patrick's College,	13	23 2 6	113 6 0	136 8 6
DONEGAL,	Donegal,	Intermediate School,	1	5 7 6	8 11 6	13 19 0
	Letterkenny,	St. Eunan's Seminary,	18	48 0 0	182 2 9	230 2 9
	Lifford,	Prior Endowed School,	8	14 9 7	62 15 2	77 4 9
	Raphoe,	Royal School,	1	0 16 8	2 13 4	3 10 0
DOWN,	Banbridge,	Academical Institution,	12	27 7 6	99 13 3	127 0 9
	Bangor,	Endowed School,	6	16 15 5	45 3 7	61 19 0
	Dromore,	Intermediate School,	6	13 6 8	43 1 1	56 7 9
	Holywood,	Upper Sullivan School,	18	63 17 1	169 12 8	233 9 9
	Newry,	Christian Schools,	47	123 17 11	466 5 10	590 3 9
	Do.,	Intermediate School,	20	56 8 4	181 9 11	237 18 3
	Do.,	St. Colman's College,	4	23 0 5	50 16 7	73 17 0
FERMANAGH,	Enniskillen,	Portora Royal School,	27	81 17 11	228 6 10	310 4 9
		Carried forward,	471	1,417 7 6	4,423 13 9	5,841 1 3

List of Schools to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).	Amount paid (Local Taxation Account).	Total Amount paid.
				£ s. d.	£ s. d.	£ s. d.
		Brought forward,	471	1,417 7 6	4,423 13 9	5,841 1 3
LONDONDERRY,	Coleraine,	Academical Institution,	23	71 18 9	213 4 0	285 2 9
	Londonderry,	Academical Institution,	20	60 10 5	205 19 7	266 10 0
	Do.,	Christian Schools, Brow of the hill,	16	14 5 5	123 19 1	138 4 6
	Do.	Foyle College,	25	76 9 2	236 2 4	312 11 6
	Do.,	St. Columb's College,	34	84 6 3	273 17 6	358 3 9
	Maghera,	Intermediate School,	1	—	2 12 6	2 12 6
	Moneymore,	Intermediate School,	7	30 4 2	57 3 4	87 7 6
MONAGHAN,	Monaghan,	Christian Schools,	9	16 12 11	78 3 10	94 16 9
	Do.,	Collegiate School,	7	15 4 2	58 15 4	73 19 6
	Do.,	St. Macarten's Seminary,	17	75 8 4	199 3 2	274 11 6
TYRONE,	Castlederg,	Intermediate School,	3	10 0 10	29 5 8	39 6 6
	Clogher,	do.,	1	—	11 3 0	11 3 0
	Cookstown,	The Academy,	9	42 12 1	89 16 11	132 9 0
	Dungannon,	Royal School,	19	83 10 0	220 11 9	304 1 9
	Do.,	St. Patrick's Academy,	6	13 15 0	37 15 6	51 10 6
	Omagh,	Christian Schools,	20	58 7 6	137 14 3	196 1 9
	Do.,	Intermediate School,	4	14 5 5	41 6 1	55 11 6
	Strabane,	The Academy,	8	33 4 2	74 11 4	107 15 6
		Total,	700	2,118 2 1	6,514 18 11	8,633 1 0

List of Schools to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees—*continued.*

MUNSTER.

County.	Town.	Name of School.	No. of Students paid on	Amount paid (Original Endowment).			Amount paid (Local Taxation Account).			Total Amount paid.		
				£	s.	d.	£	s.	d.	£	s.	d.
Clare,	Ennis,	Christian Schools,	35	51	7	11	201	9	7	252	17	6
	Do.,	Diocesan College,	25	50	12	6	183	9	0	234	1	6
	Kilmihil,	Intermediate School,	3		—		27	5	9	27	5	9
	Kilrush,	Christian Schools,	18	33	8	9	110	1	6	143	10	3
Cork,	Bandon,	Grammar School,	3	13	13	4	35	12	2	49	5	6
	Charleville,	Christian Schools,	14	35	14	7	122	15	11	158	10	6
	Cork,	do.,	178	384	12	1	1,580	4	11	1,964	17	0
	Do.,	Christian Brothers' College,	45	104	14	2	375	1	7	479	15	9
	Do.,	Collegiate School, 45, South Mall,	2	11	5	0	19	15	0	31	0	0
	Do.,	Grammar School,	23	77	5	10	203	5	2	280	11	0
	Do.,	Presentation College, Mardyke,	59	133	10	10	549	6	2	682	17	0
	Do.,	Queen-street Collegiate School,	13	43	7	1	108	12	11	152	0	0
	Do.,	Univ. and Inter. School, Great George's-street,	1	6	0	0	8	8	0	14	8	0
	Fermoy,	Christian Schools,	15	27	1	3	101	5	9	128	7	0
	Do.,	St. Colman's College,	52	189	14	7	467	11	2	657	5	9
		Carried forward,	486	1,162	7	11	4,094	4	7	5,256	12	6

LIST of SCHOOLS to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).	Amount paid (Local Taxation Account).	Total Amount paid.
				£ s. d.	£ s. d.	£ s. d.
		Brought forward,	486	1,162 7 11	4,094 4 7	5,256 12 6
CORK—*continued*,	Mallow,	Patrician Academy,	12	18 5 10	82 10 2	100 16 0
	Midleton,	Christian Schools,	39	52 7 11	254 15 1	307 3 0
	Do.,	The College,	2	13 6 8	34 14 10	48 1 6
	Do.	Intermediate School,	1	—	10 4 9	10 4 9
	Queenstown,	Presentation College,	23	24 12 11	161 5 7	185 18 6
	Rosscarbery,	St. Faughnan's College,	4	11 19 7	23 13 11	35 13 6
	Skibbereen,	University and Intermediate School,	4	9 5 5	33 3 4	42 8 9
	Do.,	Young Ladies' School,	1	—	7 12 3	7 12 3
	Youghal,	Christian Schools,	16	16 12 1	98 13 11	115 6 0
KERRY	Caherciveen,	Christian Schools,	3	8 6 8	21 13 4	30 0 0
	Dingle,	do.,	12	28 19 2	88 6 7	117 5 9
	Killarney,	St. Brendan's Seminary,	47	190 8 4	480 18 8	671 7 0
	Listowel,	St. Michael's College,	14	40 12 11	117 12 10	158 5 9
	Tralee,	Christian Schools,	18	29 11 3	89 4 0	118 15 3
	Do.,	Intermediate and University School,	12	13 18 9	86 9 6	100 8 3
		Carried forward,	694	1,620 15 5	5,685 3 4	7,305 18 9

List of Schools to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).	Amount paid (Local Taxation Account).	Total Amount paid.
		Brought forward,	694	£ 1,620 s. 15 d. 5	£ 5,685 s. 3 d. 4	£ 7,305 s. 18 d. 9
LIMERICK,	Bruff,	Christian Schools,	3	—	8 11 6	8 11 6
	Do.,	St. Patrick's Seminary,	6	9 15 10	46 10 2	56 6 0
	Doon,	Christian Schools,	2	—	15 11 6	15 11 6
	Kilcornan,	Drumlohan School,	1	—	1 11 6	1 11 6
	Limerick,	Christian Schools,	69	95 7 6	533 4 9	628 12 3
	Do.,	Leamy School,	3	8 5 0	19 9 9	27 14 9
	Do.,	Sacred Heart College (S.J.),	12	40 13 4	114 17 11	155 11 3
	Do.,	St. Munchin's College,	17	49 18 4	145 8 8	195 7 0
TIPPERARY,	Carrick-on-Suir,	Christian Schools,	20	32 15 10	157 13 5	190 9 3
	Cashel,	Do.,	5	6 11 3	31 12 3	38 3 6
	Do.,	Rockwell College,	49	133 10 10	438 16 11	572 7 9
	Clonmel,	Christian Schools, St. Mary's,	4	1 13 4	20 14 8	22 8 0
	Do.,	do., SS. Peter and Paul's,	19	25 16 3	125 5 3	151 1 6
	Nenagh,	do.,	25	48 17 6	168 1 3	216 18 9
	Thurles,	do.,	15	34 9 7	134 2 11	168 12 6
	Tipperary,	do.,	37	81 7 1	289 6 11	370 14 0
	Do.,	Grammar School,	7	14 17 11	56 1 1	70 19 0
		Carried forward,	988	2,204 15 0	7,992 3 9	10,196 18 9

List of Schools to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment). £ s. d.	Amount paid (Local Taxation Account). £ s. d.	Total Amount paid. £ s. d.
		Brought forward,	983	2,204 15 0	7,992 3 9	10,196 18 9
WATERFORD,	Dungarvan,	Christian Schools,	26	54 15 5	176 3 10	230 19 3
	Do.,	St. Augustine's Seminary,	3	14 1 3	29 18 9	44 0 0
	Lismore,	Christian Brothers' College,	10	31 17 1	84 9 11	118 7 0
	Do.,	The College,	6	7 17 6	32 12 9	40 10 3
	Tramore,	Christian Schools,	2	—	14 0 0	14 0 0
	Waterford,	Christian Brothers' College,	24	57 18 4	215 19 2	273 17 6
	Do.,	Christian Schools,	50	56 8 4	378 1 8	434 10 0
	Do.,	Diocesan School,	5	3 10 10	33 15 11	37 6 9
		Total,	1,114	2,433 3 9	8,957 5 9	11,390 9 6
		CONNAUGHT.				
GALWAY,	Athenry,	St. Joseph's College, Esker,	6	6 15 5	34 8 10	41 4 3
	[illegible]	Grammar School,	24	76 13 9	220 17 0	297 15 9
	Do.,	St. Ignatius College (S.J.),	4	8 2 6	30 12 6	38 15 0
	[illegible]	St. Brendan's College,	1	—	10 7 3	10 7 3
		Carried forward,	35	91 16 8	296 5 7	388 2 3

List of Schools to the Managers of which Results Fees were paid in 1894, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment). £ s. d.	Amount paid (Local Taxation Account). £ s. d.	Total Amount paid. £ s. d.
		Brought forward,	35	91 16 8	296 5 7	388 2 3
Galway—*continued*,	Tuam,	Christian Schools,	13	11 9 2	73 13 10	85 3 0
	Do.,	St. Jarlath's College,	7	20 11 8	71 13 10	92 5 6
Leitrim,	Manorhamilton,	Intermediate School,	2	—	24 11 6	24 11 6
Mayo,	Ballaghadereen,	Edmondstown College,	1	5 0 0	10 12 6	15 12 6
	Ballina,	St. Muredach's Seminary,	2	—	5 12 3	5 12 3
	Westport,	Christian Schools,	19	29 18 9	101 19 6	131 18 3
Roscommon,	Athlone,	Ranelagh School,	13	34 10 0	88 16 0	123 6 0
	Do.,	St. Mary's Intermediate School,	12	21 7 1	84 3 8	105 10 9
	Elphin,	Grammar School,	5	10 7 11	32 18 1	43 6 0
Sligo,	Sligo,	Primrose Grange School,	15	43 4 7	118 0 5	161 5 0
	Do.,	Summer Hill College,	36	125 9 2	315 7 7	440 16 9
		Total,	160	393 15 0	1,223 14 9	1,617 9 9

List of Schools to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees—*continued.*

GIRLS.

LEINSTER.

County	Town.	Name of School.	No. of Students paid on	Amount paid (General Endowments).			Amount paid (Local Taxation Account).			Total Amount paid.		
				£	s.	d.	£	s.	d.	£	s.	d.
DUBLIN,	Kilternan,	Loretto Convent,	11	11	1	3	113	6	6	157	7	9
	Dublin,	Alexandra College,	21	129	11	8	283	4	4	412	16	0
	Do.,	Alexandra School,	40	101	2	11	298	11	4	399	14	3
	Do.,	Dominican Convent, 13, Eccles-street,	21	55	12	6	151	17	3	207	9	9
	Do.,	Frankfort College, Rathgar,	1	3	6	8	5	10	10	8	17	6
	Do.,	German College, Ranelagh,	4	17	12	11	30	16	1	48	9	0
	Do.,	King's Hospital, Oxmantown,	2		—		13	16	6	13	16	6
	Do.,	Harrington College,	6	16	0	10	36	16	8	52	17	6
	Do.,	Loretto Convent, 42, North Great George's-street,	9	32	1	8	57	15	7	89	17	3
	Do.,	Loretto Convent, Stephen's-green,	15	41	17	1	120	16	11	162	14	0
	Do.,	Loretto Convent, Rathmines,	4	9	15	10	25	13	2	35	9	0
	Do.,	Masonic Female Orphan School,	5	20	10	5	38	11	7	59	2	0
	Do.,	Norrish House School, Rathgar,	2	7	7	11	12	0	7	19	8	6
	Do.,	Miss Jones' Private School, 19, Leinster-square, Rathmines,	7	28	7	11	60	0	4	88	8	3
		Carried forward,	151	507	9	7	1,248	17	8	1756	7	3

LIST of SCHOOLS to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).	Amount paid (Local Taxation Account).	Total Amount paid.
				£ s. d.	£ s. d.	£ s. d.
		Brought forward,	151	507 9 7	1,248 17 8	1,756 7 3
DUBLIN—*continued*,	Dublin,	Pleasant's School,	4	12 18 4	26 3 2	39 1 6
	Do.,	Ralfgar School, the Misses Semple,	8	24 16 8	66 3 10	91 0 6
	Do.,	Rutland School,	25	97 18 9	217 9 0	315 7 9
	Do.,	St. Margaret's Hall, Burlington-road,	1	4 1 3	6 18 9	11 0 0
	Do.,	St. Mary's University College,	8	53 11 3	119 6 9	172 18 0
	Blackrock,	Ladies' Collegiate School,	3	3 6 8	14 17 10	18 4 6
	Do.,	Sion Hill Convent,	10	26 11 3	86 6 0	112 17 3
	Castleknock,	Mercer's School,	1	3 17 1	7 5 5	11 2 6
	Chapelizod,	St. Joseph's Convent,	3	6 0 10	16 15 5	22 16 3
	Dalkey,	Loretto Abbey,	4	7 14 2	14 18 4	22 12 6
	Kingstown,	Ladies' Collegiate School,	6	19 17 6	40 9 6	60 7 0
	Do.,	Royal-terrace School,	3	6 15 5	26 0 1	32 15 6
	Do.,	Private School, Clarinda Park,	1	—	5 3 3	5 3 3
	Monkstown,	Belgrave-square School,	5	11 19 2	24 3 7	36 2 9
	Rathfarnham,	Loretto Abbey,	11	25 0 0	91 17 3	116 17 3
	Sandymount,	Academical Institution,	3	11 9 2	19 15 10	31 5 0
		Carried forward,	250	823 7 1	2,032 11 8	2,855 18 9

List of Schools to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees—*continued.*

County	Town	Name of School.	No. of Students paid on	Total Amount paid.	Amount paid [illegible] Local Taxation Account.	Amount paid [illegible] Commercial Endowments.
				£ s. d.	£ s. d.	£ s. d.
		Brought forward,	290	823 7 1	2,032 11 8	2,855 18 9
[illegible]	[illegible]	Private School,	1	—	4 1 3	4 1 3
	[illegible]	Mount Tallant School,	6	13 6 8	36 7 10	49 14 6
KILDARE,	Athy,	Abbey School,	1	3 6 8	5 10 10	8 17 6
	Do.,	Convent of Mercy School,	6	5 0 0	30 7 9	35 7 9
	Do.,	Private School, Emily-square,	2	7 3 9	14 8 9	21 12 6
	Newbridge,	St. Patrick's,	1	3 15 0	5 12 6	9 7 6
KILKENNY,	Kilkenny,	Loretto Convent,	14	63 14 2	134 10 7	198 4 9
[illegible]	Portarlington,	The Academy,	1	5 0 0	10 2 6	15 2 6
[illegible]	Longford,	Convent of Mercy,	8	21 7 1	57 17 8	79 4 9
LOUTH,	Dundalk,	Ladies School Seatown-place,	7	26 6 3	60 17 6	87 3 9
MEATH,	Navan,	Loretto Convent,	20	50 5 0	145 17 6	196 2 6
[illegible]	Multyfarnham,	[illegible] School,	13	32 3 9	87 5 3	119 14 0
WESTMEATH,	Mullingar,	Loretto Convent,	4	6 17 6	22 13 0	29 10 6
WEXFORD,	[illegible]	Loretto Convent,	8	13 5 10	46 15 2	60 1 0
	[illegible]	Loretto Abbey,	12	23 12 11	94 7 1	118 0 0
	[illegible]	Loretto Convent,	10	25 6 3	76 8 6	101 14 9
WICKLOW,	Bray,	Loretto Convent,	11	25 7 1	70 14 8	96 1 9
		Total,	374	1,149 10 0	2,936 10 0	4,086 0 0

List of Schools to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees —*continued.*

ULSTER.

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment). £	s.	d.	Amount paid (Local Taxation Account). £	s.	d.	Total Amount paid. £	s.	d.
Antrim,	Ballycastle,	Intermediate School,	2	4	3	4	9	4	2	13	7	6
	Ballymena,	Gracehill Academy,	3	7	18	4	21	18	2	29	16	6
	Do.,	Ladies' School, Flixton-place,	10	32	4	7	88	0	8	120	5	3
	Ballymoney,	Intermediate School,	3	—			27	2	3	27	2	3
	Do.,	Ladies' School,	6	11	19	7	29	15	11	41	15	6
	Belfast,	Convent Select School,	7	7	10	0	45	8	3	52	18	3
	Do.,	Girls' Collegiate School, Cliftonville-avenue,	4	15	6	3	31	14	9	47	1	0
	Do.,	Ladies' School, Wellington-park,	5	25	12	1	49	7	11	75	0	0
	Do.,	Ladies' School, 4, Princess Gardens,	9	37	12	6	80	6	6	117	19	0
	Do.,	Ladies' Collegiate School, Rosetta Gardens,	1	3	6	8	5	10	10	8	17	6
	Do.,	Methodist College,	27	83	5	5	224	3	1	307	8	6
	Do.,	Mercantile College,	4	16	7	1	42	8	8	58	15	9
	Do.,	Mount Prospect School,	4	9	7	1	28	3	2	37	10	3
	Do.,	Oriel College,	2	—			5	12	9	5	12	9
	Do.,	Seville Lodge School, Strandtown,	4	8	0	5	27	19	1	35	19	6
	Do.,	Victoria College,	93	376	7	6	978	16	9	1,355	4	3
	Carrickfergus,	Alexandra School,	6	20	8	4	47	13	11	68	2	3
	Laurencetown,	Collegiate School, Tullylish,	6	10	0	0	62	10	6	72	10	6
	Lisburn,	Ulster Provincial School,	4	7	1	8	26	2	7	33	4	3
	Templepatrick,	Ladies' Intermediate School,	4	11	0	10	27	16	5	38	17	3
		Carried forward,	204	687	11	8	1,859	16	4	2,547	8	0

List of Schools to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid for.	Amount paid (Local Taxation Account).			Total Amount paid.		
				£ s. d.			£ s. d.		
		Brought forward,	204	687 11 8			1,839 16 4	2,547 8 0	
ARMAGH,	Armagh,	The Academy,	2	9 5 5			15 10 7	24 16 0	
	Do.,	The Abbey School,	3	6 13 4			14 4 2	20 17 6	
	Do.,	Miss Calvert's School,	1	4 2 6			8 3 6	12 6 0	
	Lurgan,	[illegible] Collegiate School,	1	3 6 8			7 8 4	10 15 0	
	Portadown,	[illegible] School,	8	25 11 3			61 14 9	87 6 0	
	Do.,	Intermediate School,	1	4 1 3			7 3 9	11 5 0	
DONEGAL,	Letterkenny,	Loretto Convent,	6	12 3 9			43 8 9	55 12 6	
	[illegible]n,	Ladies' School,	7	10 0 0			48 7 9	58 7 9	
	Raphoe,	Royal School,	3	8 17 1			21 10 5	30 7 6	
DOWN,	Banbridge,	Ladies' Collegiate School,	6	22 5 5			51 5 4	73 10 9	
	[illegible],	Intermediate School,	1	3 19 10			5 19 2	9 16 0	
	[illegible],	Intermediate School,	2	4 17 6			18 4 9	23 2 3	
	[illegible]wood,	Upper Sullivan School,	11	35 19 7			97 12 8	133 12 3	
	Newry,	Convent of Mercy,	6	3 17 1			14 6 5	18 3 6	
	Do.,	Ladies' Collegiate School,	15	35 5 5			113 17 4	149 2 9	
	Warrenpoint,	[illegible] Terrace School,	3	14 6 8			32 2 10	46 9 6	
		Carried forward,	[illegible]	891 15 5			2,450 16 10	3,312 12 3	

LIST of SCHOOLS to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees—*continued.*

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment). £	s.	d.	Amount paid (Local Taxation Account). £	s.	d.	Total Amount paid. £	s.	d.
		Brought forward,	280	891	15	5	2,450	16	10	3,342	12	3
LONDONDERRY,	Coleraine,	Gordonville Ladies' School,	1	3	10	10	5	19	2	9	10	0
	Londonderry,	Ladies' Collegiate School,	35	136	10	10	322	12	5	459	3	3
	Do.,	Ladies' School, Clooney-terrace,	6	19	17	11	40	11	7	60	9	6
	Do.,	Miss Jenkins' School,	3	3	10	10	13	14	8	17	5	6
	Do.,	Strand House School,	47	167	4	7	410	3	5	577	8	0
	Maghera,	Intermediate School,	9	12	7	6	45	10	9	57	18	3
MONAGHAN,	Carrickmacross,	Convent of St. Louis,	11	25	2	1	61	12	2	86	14	3
	Monaghan,	St. Louis Convent,	19	55	0	0	130	5	9	185	5	9
	Do.,	Collegiate School,	2	10	0	0	20	10	0	30	10	0
	Do.,	Ladies' School,	3	0	10	5	19	1	4	19	11	9
TYRONE,	Cookstown,	Ladies' School,	7	24	2	6	61	16	0	85	18	6
	Dungannon,	Ladies' School,	6	16	1	8	50	7	1	66	8	9
	Moy,	Intermediate School,	1	3	0	5	4	17	1	7	17	6
	Omagh,	Intermediate School,	1	1	15	0	4	6	6	6	1	6
	Do.,	Ladies' Collegiate School,	1	3	6	8	5	10	10	8	17	6
	Do.,	Loretto Convent,	5	8	15	0	38	6	0	47	1	0
	Strabane,	The Academy,	3	3	6	8	16	2	7	19	9	3
		Total,	440	1,385	18	4	3,702	4	2	5,088	2	6

List of Schools to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees—*continued*

MUNSTER.

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment). £	s.	d.	Amount paid (Local Taxation Account). £	s.	d.	Total Amount paid. £	s.	d.
CLARE,	Kilmihil,	Intermediate School,	1	—			7	5	3	7	5	3
CORK,	Cork,	High School for Girls,	8	23	10	5	48	0	7	71	11	0
	Do.,	Misses Deanes' School, Patrick-street,	2	7	16	3	15	11	3	23	7	6
	Do.,	Misses Sheppard's School, 4, St. Luke's-place,	7	11	19	7	53	19	5	65	19	0
	Do.,	Rochelle Seminary,	5	15	5	0	37	6	6	52	11	6
	Do.,	Ursuline High School, St. Angela's, Richmond,	49	113	12	6	373	4	9	486	17	3
	Do.,	Young Ladies' Seminary, 14, S. Mall,	1	—			9	2	9	9	2	9
	Queenstown,	Convent of Mercy,	8	13	15	0	69	5	6	83	0	6
	Rosscarbery,	St. Faughnan's College,	1	4	1	3	7	3	9	11	5	0
	Skibbereen,	Young Ladies' School,	1	3	6	8	5	13	4	9	5	0
KERRY,	Killarney,	Loretto Convent,	10	44	18	9	111	19	3	156	18	0
	Tralee,	Presentation Convent,	5	6	13	4	27	5	2	33	18	6
LIMERICK,	Limerick,	Leamy School,	3	7	19	7	14	10	5	22	10	0
	Do.,	Madame de Prin's College,	3	3	2	6	15	5	0	18	7	6
TIPPERARY,	Roscrea,	Miss Hughes' School,	4	17	1	8	31	18	4	49	0	0
WATERFORD	Waterford,	Sacred Heart Convent, Ferrybank,	13	31	13	4	79	9	11	111	3	3
	Do.,	Ursuline Convent,	8	14	11	8	60	2	10	74	14	6
		Total,	129	319	7	6	907	9	0	1,226	16	6

List of Schools to the Managers of which Results Fees were Paid in 1894, and Amounts of such Fees—*continued.*

CONNAUGHT.

County.	Town.	Name of School.	No. of Students paid on.	Amount paid (Original Endowment).	Amount paid (Local Taxation Account).	Total Amount paid.
				£ s. d.	£ s. d.	£ s. d.
Galway,	Galway,	High School,	4	3 15 0	38 1 3	41 16 3
Roscommon,	Boyle,	Academical Institution,	1	1 5 0	4 0 0	5 5 0
Sligo,	Sligo,	Ursuline Convent,	17	45 5 10	121 12 2	166 18 0
		Total,	22	50 5 10	163 13 5	213 19 3

Appendix V.

The Burke Memorial Prizes.

A sum of money, subscribed in memory of the late Thomas Henry Burke, Esq., Under Secretary to the Lord Lieutenant, was transferred by the Burke Memorial Committee, on 18th March, 1884, to the Intermediate Education Board for Ireland, who undertook to administer the Fund in accordance with the following Rules—(the sum funded is £1,222 18*s.* 11*d.* Consols):—

I. The annual income from the fund shall be applied in paying three Prizes, one of £16, one of £10, and a second of £10; any surplus or deficiency to be apportioned in the same ratio. If, in the opinion of the Commissioners, sufficient merit be not shown by the Candidates competing to justify the award of any or either of the Prizes, the amount of such Prize may be, at the discretion of the Board, withheld and added to the principal.

II. No student shall be qualified to receive these Prizes except the children of persons who are, or have been, in receipt of salary or pension in Ireland, paid out of money derived from Parliamentary Grants, Rates or Taxes, other than members of the Naval or Military Services, not being also in Civil employment.

III. The Prizes shall be awarded as follows:—that of £16 to the Boy whom, at the annual Examination in the Junior Grade among Male Candidates qualified in the manner expressed in the next preceding Rule, the Board shall adjudge to rank highest in answering; One Prize of £10 to the Boy whom in the same Grade at such Examination the Board shall adjudge to rank second among such persons in answering; and the other of £10 to the Girl whom, at such Examination in the same Grade, among Female Candidates qualified in the manner aforesaid, the Board shall adjudge to rank highest in answering.

IV. The decision of the Board shall be final and decisive in determining whether the Candidates fulfil the conditions of the third Rule.

V. The Board may deduct all expenses connected with the trust from the yearly income.

No. 4944.

Dublin Castle,
16th March, 1895.

GENTLEMEN,

I have to acknowledge the receipt of your letter of the 15th instant, forwarding, for submission to His Excellency the Lord Lieutenant, the Annual Report of the Intermediate Education Board for Ireland for the year 1894.

I am,
Gentlemen,
Your obedient Servant,
(Signed) D. HARREL.

The Assistant Commissioners
of Intermediate Education,
1, Hume-street

DUBLIN: Printed for Her Majesty's Stationery Office.
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Printers to the Queen's Printing Office.

THIRTEENTH REPORT

OF THE

ROYAL UNIVERSITY

OF

IRELAND

(FOR 1894.)

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
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1895.

[C.—7752.] *Price* 1½*d.*

No. 7839.

DUBLIN CASTLE,
1st May, 1895.

GENTLEMEN,

I have to acknowledge the receipt of your letter of the 30th ultimo, forwarding, for submission to His Excellency the Lord Lieutenant, the Annual Report on the condition and progress of the Royal University for the year 1894.

I am, Gentlemen,
Your obedient Servant,
D HARREL.

The Secretaries,
Royal University,
Earlsfort-terrace.

THIRTEENTH REPORT

OF

THE ROYAL UNIVERSITY OF IRELAND.

TO HIS EXCELLENCY ROBERT BARON HOUGHTON, K.P., &c., &c.

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

ROYAL UNIVERSITY OF IRELAND,
March 31, 1895.

MAY IT PLEASE YOUR EXCELLENCY,

I have the honour to submit the Annual Report on the condition and progress of the University.

The total number of persons who entered for the various Academical Examinations of the University during the year 1894, was 2,795; while in the previous year there were 2,951.

The Appendix to this Report contains Tables giving all important details connected with the Examinations held in 1894, for both male and female candidates. A Table is also given showing the Academic progress, in the various Faculties, made by Students matriculated in 1881 to 1893 inclusive.

I have great pleasure in stating that the first of the Examinations for the newly-instituted Junior Fellowships were held in the October of this year, and that a Junior Fellowship, tenable for four consecutive years, and of the annual value of £200, was awarded in each of the subjects—Mental Science and Mathematical Science. The Medical Studentship, tenable for two years, of the annual value of £200, was also awarded for the first time this year, the subjects of examination having been Pathology and Bacteriology.

There were two public meetings of the University in 1894. The first was of a formal character, and was held on the 17th day of May, for the purpose mainly of admitting to their degrees the candidates who had passed at the Medical Examinations held a short time previously.

The usual annual meeting of the University to confer degrees in the several Faculties, and to declare the distinctions obtained by candidates at the Honour Examinations, was held on the 26th October. Details of proceedings at this meeting are given in Appendix II.

In conformity with the provisions of the Act of Parliament, 44 and 45 Vic., chap. 52, the accounts of the receipts and expenditure of the University, with the corresponding vouchers and other documents, are rendered quarterly to the Controller and Auditor-General, who submits an annual report and abstract to Parliament.

I have the honour to be

Your Excellency's faithful and obedient servant,

C. T. REDINGTON.

APPENDIX

APPENDIX I.

DEGREES CONFERRED.

16th of February, 1894.

FACULTY OF ARTS.

Bachelor of Arts.

Barnett, Ashley Johnstone. | Roe, William Alexander.

SCHOOL OF ENGINEERING.

Bachelor of Engineering.

Barnett, Ashley Johnstone.

17th of May, 1894.

FACULTY OF LAW.

Bachelor of Laws.

M'Alister, John Francis.

FACULTY OF MEDICINE.

Doctor of Medicine.

Banks, Isaac. | Walker, Edward Jabez.

Bachelor of Medicine, Bachelor of Surgery, and Bachelor of Obstetrics.

Thompson, William David Traill.
Gallagher, Francis.
Maguir, William Joseph.
Reid, John.
Rice, John Dyer.
Adams, James Cowan.
Arnold Wilberforce, John James.
Browne, James Mary.
Farrington, Walter.
Gerety, Patrick.
Griffith, Patrick Gill.
M'Kendry, Thomas Torrens.
Magowan, Samuel Macdonald.
Morrow, John.
Neill, Harriette Rosetta.
Park, Alexander.
Rusk, John.
Wallace, John Jameson.

FACULTY OF ARTS.

Bachelor of Arts.

Roulston, Thomas.

APPENDIX II.

Thirteenth Annual Meeting of the Royal University of Ireland.

October 26th, 1894.

The thirteenth Annual Meeting of the University was held on October 26th, 1894.

The Vice-Chancellor, Right Hon. C. T. Redington, M.A., opened the proceedings with the following address :—

My Lords, Ladies, and Gentlemen,—In presiding for the first time over this assembly, my thoughts insensibly recur to him who so often occupied this chair, and whose loss we all so deeply deplore, our late Vice-Chancellor, Lord Emly. Throughout a long and distinguished public career, Lord Emly always took the liveliest interest in all questions affecting the higher education of the people of Ireland. When the Royal University was established, although it did not fulfil the ideal which he had always set before himself, he accepted it loyally and took a great share in making it the success which it has since become. In presiding as Vice-Chancellor over the deliberations of the Senate he showed an unfailing tact, a genial courtesy, a strict impartiality, and a high [illegible] of the essentials of University education, which endeared him to his colleagues, and gained the respect and regard of everyone who knew him. I have to announce that in his place, as one of the Senate, Her Majesty has been pleased to appoint Dr. Gilbert, the well known Irish historian. It is interesting to remark that only two years ago Dr. Gilbert was granted the Honorary Degree of Doctor of Laws of this University.

The Royal University has now existed for many years, and I think we can show a record of undiminished progress. Of course there are many who hold that the Royal University is open to criticism, and it may be well to point out how far this criticism is undeserved, and to what extent we are ready to admit its justice. It is said, and often said, that the whole system of examinations is a mistaken one. It is also said that, even granting them to be necessary, they do not realize the perfect ideal of University education.

Now I am not going to maintain that in this or any other University we have attained perfection in regard to examinations. We all live and learn; we benefit by experience, and I should be the first to say that there is not room for a great deal of improvement in our examinations. But I would claim that examinations of some kind or other are a necessity of modern education. Without examinations, what guarantee have the public that those who have spent many years in attending University lectures

have gained any real knowledge or learning? Then, again, how can the student who is pursuing a course of study be sure that he has really grasped the principles of the science he is studying, or that he knows thoroughly all its details, unless his knowledge is put to the test by an examination conducted by one who perhaps approaches the subject from a different point of view? Again, we cannot overlook the absolute necessity in this practical world of ours for stimulating, by rewards and prizes, young men in the pursuit of knowledge. I am not one of those who ignore the grandeur of the ideal of the pursuit of knowledge for its own sake; but I think that we who live in these practical days must recognise that, to the mass of scholars, at least in their early years, learning does not appear so very attractive that we can afford to dispense with some stimulus in the shape of prizes. The best proof of this is to be found in the consideration of what occurred in the University of Oxford during the last hundred years. Everyone knows what was the state of the older Universities during the greater part of the last century, and I think it is universally admitted that the introduction of real examinations into the University of Oxford at the beginning of this century, caused a greater devotion to study and a wider extension of knowledge. One such fact seems sufficient to overturn a great many of those theories which are now so widely prevalent.

But it may be said that although examinations are good in themselves, those of the Royal University are inadequate. Without claiming absolute perfection for our University, I will say that we have made a very fair attempt to meet the difficulties of the situation. Nobody is less inclined than I am to ignore the difficulties which stood in our way. Personally my own idea would have been that all professional examinations should be preceded by the acquisition of a Degree in Arts; but we must recognise the fact that this perhaps would not work with satisfaction and meet the necessities of the people in all parts of the country. We have met the difficulty by insisting upon a common course of study up to the First University Examination, no matter what profession the student may afterwards adopt. After that we allow great liberty of specialisation, and thus, I think, we get rid of a great difficulty which some people found under the older system of examination. Formerly men could only obtain Degrees in Arts by going in either for classics or mathematics, and in consequence there were many who became disgusted with the pursuit of knowledge, and ceased to trouble themselves about a University career. We, on the other hand, allow greater specialisation in the more advanced examinations, and thus we provide for the cases of those who have a distaste for either classics or mathematics, but who would like to obtain a degree in some other subjects. Surely this is a reasonable system, and cannot be considered in any way a lowering of the University standard. It is quite possible in my opinion for a man to lose his taste for literature by being restricted to classics, who yet might have become a cultivated man by acquiring a deep and thorough knowledge of French and German. It has also been said that the papers given in our University are drawn up by only one examiner. This objection is absolutely unfounded. Every paper laid before the students must have had the approval of the whole Board of Examiners in each subject, and the answers to every Honour paper are read by at least two, and very often more, of the examiners. This I think, is a great guarantee for impartiality of judgment and for justice to the candidates. I may point out that our University was one of the first to introduce practical work in the laboratories as an essential

part of the scientific examinations. We have also from the beginning insisted on those most important parts of a literary examination—composition and translations from unprescribed passages. Therefore I think I should be justified in saying that it is not quite true, as was said not long ago by a distinguished man, that the degrees of the Royal University were cheap degrees, such as could be obtained by "a few examinations and a few fees." I am glad that the fees are such that all classes can share in the benefits of a University education, but I deny that the examinations are few or that they are shams. They are real examinations, and I am sure the students think they are not too few.

Yet, as I have already admitted, there are other objections well worthy of consideration. The principal one is that a mere examining University does not entirely fulfil the ideal of University education. I cordially agree with this. It is a criticism against which I will not raise my voice, but I will only remind you that practical necessity should be considered, and that it would not be just to prevent those who, for one reason or another, cannot attend the course of a University college, from obtaining their degrees, although we may still maintain our opinion that these degrees would imply greater efficiency and more perfect knowledge if they were the result of collegiate training. I do not know whether it is necessary to prove the proposition that college life is an essential part of the perfect ideal of University education. I need only point out how great is the influence resulting from contact with men of superior education, of different character, and varying opinions—how intercourse with one's fellow students in a college tends to mould one's character for the better, and to infuse that spirit of self-respect and of consideration for others which is one of the finest characteristics of the Christian gentleman. We should remember too that the traditions of a college are a great educational power. Few can exaggerate the influence which is brought to bear upon a student by having passed some years of his life under the shadow of ancient walls, where the voices of the past spoke to him with no less potency than those of the present. I myself have had the happiness and privilege of enjoying those advantages, and of submitting myself to those influences, and to the last day of my life their memory will never be effaced. Still more, when we come to consider the higher examinations of a University, must it be admitted that all the appointments, of a college, viz., laboratories, museums, and libraries, are necessary. Students cannot find these in small intermediate schools, or in their own families, or anywhere but in a University college.

Now, in looking at the returns of those who have gone through their examinations, I find that less than one-third have attended a fully-equipped and well-endowed college. This is a fact which is much to be regretted, because it shows that the ideal which I have been upholding has not been entirely attainable in the case of a great many of the students. This difficulty, I fear, will continue for many years to come. It seems to me necessary to inquire whether there may not be something in the existing endowed colleges which does not satisfy the requirements of all classes of the population. I think, if such be the case, it would be wise and reasonable to see if some means or other could not be devised to satisfy the desire of that large section of the population which does not at present take advantage of the collegiate opportunities offered to them by the State. Why should there not be offered to them, in a way that would be satisfactory to all concerned, a college amply endowed, composed of noble buildings, and furnished with all that makes a

student's life pleasant, agreeable, and profitable? In saying this, I wish it to be thoroughly understood that I speak entirely for myself. I give only my own view; but I think that no one looking over the returns which are now in the hands of the public—the returns of the examinations of this University—will fail to admit that I am claiming for one at least of the unendowed colleges an endowment and privileges to which it has a perfect right. If I thought that the grant of a public endowment to any college would encourage sham examinations, lower the standard of degrees, or in any way lessen the high ideal of true University education, I should be the last to say a word in its favour. But I think it is only fair to point out that University College, Dublin, as to honours and exhibitions at the B.A. and M.A. examinations, has held its own in amicable and friendly competition with that great institution in the North, Queen's College, Belfast. It is, indeed, an honour to University College, Dublin, that it is able to hold its own in competition with such an institution, which has produced so many great men, and which is, at the present moment, the greatest glory and pride of the Northern province.

To return to the actual work before us: I find that the Senate has resolved to grant honorary degrees to three distinguished gentlemen: first, to the Rev. George R. Buick, a graduate of this University, for his distinguished labours in archæological research; secondly, to Mr. W. J. Fitzpatrick, the well-known author of Irish historical works; and thirdly, to the Rev. Denis Murphy, Vice-President of the Royal Society of Antiquaries of Ireland. This is the first occasion on which we have given prizes higher than any which have hitherto been offered for competition in the University, viz., the Medical Studentship and the Junior Fellowships. The Medical Studentship has been obtained by a distinguished graduate of this University, Dr. E. J. M'Weeney. It is interesting to note, in studying the career of this gentleman, how success has followed him at each step of his University course. Dr. M'Weeney matriculated in 1881, gained a scholarship in modern literature, obtained the B.A. Degree in 1884, with first class honours in modern literature, and a Studentship in modern literature, and in 1891 the M.D. Degree. I think such a record as this is not unworthy of the winner of the Medical Studentship of the University. Then we have awarded two out of the three Junior Fellowships offered for competition. There has been no competition for the Classical one. These Junior Fellowships differ from the other prizes, inasmuch as the Junior Fellows will form part of the examining body; and this being so, I think I may say we have carried out to a large extent the wishes so often expressed by Convocation as to throwing open the Fellowships to competition. It is with great pleasure I have to announce that the two Junior Fellowships in Mathematics and Mental and Moral Science have been obtained by distinguished graduates of the University, members of the Queen's College, Belfast. Mr. Morton, who matriculated in 1886, obtained a Scholarship in Mathematics, the B.A. Degree in 1889, and the M.A. Degree in 1892, with first class honours in Mathematical Science and a Studentship in the same year. Mr. George Woodburn obtained the B.A. Degree in 1886, with first class honours in Mental and Moral Science; in 1889 he obtained the M.A. Degree with first class honours and a gold medal for highly distinguished answering, and a Studentship in the same year. I think that these University distinctions are a guarantee that our examinations will not lose in efficiency by throwing open the Junior Fellowships to public competition. The Studentship

in Mental and Moral Science this year has been won by Mr. William White, University College, Dublin; that in Modern Literature by Mr. Wm. F. P. Butler, University College, Dublin; and that in Experimental Science by Mr. Frederick George Donnan, Queen's College, Belfast. The mention of these names bears out what I stated in the early part of my address as to the honourable rivalry and competition between those two great seats of learning. The Travelling Medical Scholarship has been obtained by Mr. Robert Allen, Queen's College, Galway; and the gold medal for Modern History has been granted to Mr. Benjamin Allen. Those gold medals are only given when there is exceptionally good answering, and therefore they are of peculiar value to the recipients. It is an interesting fact that for the first time in the history of the University the first place in the Matriculation examination has, this year, been won by a young lady, Miss M'Cutcheon, Methodist College, Belfast, and what is perhaps still more remarkable, out of the ten scholarships awarded, four were won by students of the same institution.

It now only remains for me to ask you to consider whether in view of these facts, the Royal University has not some claim to the recognition and gratitude of the people of Ireland. Do you not think that those who have gone through these halls, and who have met here students from other parts of Ireland, trained upon other systems of education, must have acquired an increase of mutual respect and toleration? Do you not think that they have learned here to appreciate thoroughness of work and intellectual honesty, and gained some love of culture, and some appreciation of the charms of art? No one can deny that these distinguished men whose names I have read out are likely in the future to produce works of lasting merit; and I sincerely trust that in the field either of scientific research or historical investigation, or literary production, some of them may add their names to the long roll of the distinguished worthies of their country. I am sure that all here present will join with me in the hope that the Royal University examinations may aid in the formation of a type of character which will harmoniously blend all the faculties of our nature, and combine the charm of mental refinement with the strength of moral self-control.

Dr. J. Creed Meredith, one of the Secretaries of the University, then read the list of successful candidates for Degrees, and the persons named were presented by Dr. M'Grath, the other Secretary, to the Vice-Chancellor, who admitted them to their respective Degrees.

FACULTY OF LAW.

Doctor of Laws—Honoris Causâ.

Fitzpatrick, William John.
Murphy, Rev. Denis.
Buick, Rev. George R.

Doctor of Laws.

Henry, James.
Munce, William James.

Bachelor of Laws

[illegible] Hastings.
[illegible] Patrick.
Nolan, Thomas Patrick.
O'Connor, Timothy Edward.
Glass, Robert Webster.
[illegible] Joseph
[illegible] James
Moore, [illegible]
Thompson, William.

FACULTY OF MEDICINE.

Bachelor of Medicine, Bachelor of Surgery, and Bachelor of Obstetrics.

O'Meara, Timothy Joseph, B.A.
Watt, Robert.
Dargan, William Joseph.
Dundon, John.
Johnston, George Jameson, M.A.
Lalor, Purcell Nicholas O'Gorman.
Niblock, William James.
Barry, David.
Caldwell, Alfred George.
Cantillon, Denny Edward.
Clokey, John Getty.
Cunningham, James.
Eberle, Emily Elizabeth, M.A.
Galletly, Jane Storrar.
Graham, James.
Joel, Edith Blanche.
Luke, Thomas Davey.
Montgomery, Sydney Hamilton Rowan.
O'Callaghan, Jeremiah.
O'Donnell, David.
Sisk, Maurice.
Thompson, John Russell, B.A.

FACULTY OF ARTS.

Master of Arts.

Butler, William Francis Thomas.
Allen, Benjamin.
Oldham, Reta.
Henry, John.
Donnan, Frederick George.
O'Dea, Henry.
Lewis, Hannah Blanche.
Fogarty, Mary Jane.
Stewart, David.
O'Neill, Frederick William Scott.
Buchanan, Josephine.
Bowick, John.
Crawford, Alexander Robert.
Dolan, Joseph.
Foreman, Charlotte Isabel.
Haslett, Jane.
Higgins, John Patrick.
M'Dowell, John Dobbin.
M'Gregor, William.
M'Ilwaine, Robert.
Owen-Snow, Sarah Caroline Lucinda.
Rutledge, John Guy.

Bachelor of Arts.

Power, Albert Edward (Sch.)
Nowlan, Thomas Patrick (Sch.)
Magill, Robert.
M'Carthy, Francis Joseph.
M'Mullan, John James.
Macartney, Robert James.
Matthews, George.
Maguire, Katherine Marian Neril, M.B.
M'Ardle, Andrew Augustine Frayne.
Buchanan, James Little.
Miskelly, William.
Entrican, Samuel Walter.
Flack, William Thomas.
Irwin, Alexander.
M'Cutcheon, Robert Ross.
Campbell, Janie Robinson.
Monypeny, Sarah Mabel.
Woods, Margaretta Stuart (Sch.)
Riley, Evelyn Constance.
Neilson, Harriette Jane.
Reburn, Emily Frances.
Murphy, Cornelius Joseph.
Sweetman, James Michael.
Walsh, Patrick Joseph.
M'Mahon Mary.
Fleming, Samuel Henry.
Barkley, Matthew.
Williamson, Arthur.
Hanna, Robert Kennedy.
Martin, Frank Hale.
Hall, Christopher Claydon.
O'Donnell, Daniel.
Marnan, Thomas Gerald.
Gilmore, John James.
Megaw, Arthur Stanley.
Coyle, Marie Louise.
Healy, Richard.
Duff, John.
Deakin, Alan.
Walker, William John.
Keegan, David Massey.
Garland, Richard Charles.
Jones, James.
Hughes-Dowling, Edward James.
Charles, Godfrey Eustace.
Hanna, Henry.
Anderson, Mary Macoubrie.
Arnold, James Alexander Steven.
Berkeley, Thomas.
Betteridge, Frederick.
Bresland, Margaret Anna.
Buckley, Agnes Charlotte.
Buckley, Minnie Todd.
Burke, Michael Fitzgerald.
Burnett, Annette Winnard.
Chapman, Robert Douglas.
Chattey, Robert Henry.
Christy, John Hamill.
Clements, Robert William (1892).
Comerton, Edward Patrick.
Crinion, Michael Patrick.
Dickson, William.
Dillon, Michael Joseph.
Dinsmore, Henry.
Donaldson, Charles.
Doyle, Mary Anne.
Eaton, Emily Beattie.
Ebrill, Thomas.
Fisher, Martha.
Fisher, Thomas John.
Galvin, Francis.
Graham, David.
Gray, Robert Samuel.
Greer, Robert Thomas, B.E.
Hall, Harriette Stuart.
Henry, John Robert.
Horner, Jane.
Hunter, Joseph.
Jameson, Mary Lyster.
Jenkyns, Evans Thompson (1891).
Jones, Thomas Edmund.
Kerr, Archibald William Montgomerie.
Kerr, John Archibald William Montgomerie.
Killian, Andrew.
Lee, Michael Malone.
Leigh, Florence Jane.
Little, John Francis.
Longmore, Harry Roderick.
Lundie, William George.
Lynch, Christina Mary.
M'Coach, William.

Bachelor of Arts—continued.

M[illegible]ough, Thomas Joseph
M[illegible], William Erskine
M[illegible], Edward [illegible]
M[illegible], Thomas
M[illegible], Patrick Morgan.
M[illegible], [illegible]
Mu[illegible], Bridget Mary
Musgrave, Mary Josephine Assumpta.
Mu[illegible], Walter Dominick.
Mu[illegible], [illegible]
Mu[illegible], [illegible]
Mu[illegible], Thomas Peter.
Mu[illegible], William.
Murphy, Thomas Augustine.
O'Mu[illegible], [illegible]
O'Su[illegible], [illegible], Thomas.
Pa[illegible], [illegible]
Pl[illegible], Patricia Mary [illegible].
Pope, Emily
Pope, Barbara Annie
Ro[illegible], [illegible]
Ro[illegible], [illegible]
Sa[illegible], [illegible]
Sa[illegible], [illegible]
Sa[illegible], [illegible]
Sa[illegible], [illegible]
Sa[illegible], [illegible], B.E.
Sa[illegible], [illegible]
Sa[illegible], [illegible]
Sa[illegible], [illegible]
Tw[illegible], Angela Barbara.
Wa[illegible], [illegible]
Wa[illegible], [illegible]
Wa[illegible], [illegible]
Wa[illegible], [illegible]
Wo[illegible], [illegible]
Wo[illegible], [illegible]
Yo[illegible], [illegible]

FACULTY OF MUSIC

Bachelor of Music.

Kenning, John Joseph George. | Percival Caroline Wilhelmina.

SCHOOL OF ENGINEERING.

Bachelor of Engineering.

Boyd, Andrew.
Megrow, David.
Myres, James Joseph, B.A.
Nolan, Thomas Richard, B.A.
Smith, John

APPENDIX III.

TABLE showing progress in University Courses, to end of 1893, by Students Matriculated in the years 1881–93 inclusive.

—		1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.
Passed First Arts Examination only,		34	43	70	59	57	90	71	94	87	161	132	166	274
Proceeded in the Faculty of Arts only.	Second Arts,	41	45	68	53	60	51	72	70	76	32	132	119	-
	B.A.,	74	33	102	98	101	82	89	92	92	118	46	-	-
	M.A.,	10	26	19	17	15	14	11	11	9	1	-	-	-
Proceeded in the Faculty of Law.	First Law,	-	2	3	1	3	1	-	1	4	5	-	-	-
	First Law and M.A.,	-	1	-	1	-	1	7	4	2	1	-	-	-
	LL.B.,	1	2	5	8	3	7	1	-	3	-	-	-	-
	LL.B. and M.A.,	-	1	2	-	-	-	-	-	-	-	-	-	-
	LL.D.,	4	8	6	3	4	1	-	-	-	-	-	-	-
	LL.D. and M.A.,	1	3	1	1	-	-	6	11	-	-	-	-	-
Proceeded in the Faculty of Medicine only.	First Medical,	11	15	15	10	17	11	9	14	15	29	34	16	-
	Second „	5	8	8	8	7	6	12	13	20	32	9	-	-
	Third „	1	1	1	8	8	10	-	-	13	11	-	-	-
	M.B.,	3	1	1	-	-	-	-	-	-	-	-	-	-
	M.B., B.Ch., and B.A.O.,	4	27	47	33	23	18	22	13	1	-	-	-	-
	M.B. and M.Ch.,	4	6	2	-	-	-	-	-	-	-	-	-	-
	M.B., M.Ch., and B.A.O.,	4	1	-	-	-	-	-	-	-	-	-	-	-
	M.B., M.Ch., and M.A.O.,	3	3	1	1	-	-	-	-	-	-	-	-	-
	M.D., B.Ch., and B.A.O.,	-	1	3	1	2	-	-	-	-	-	-	-	-
	M.D. and M.Ch.,	1	1	-	-	-	-	-	-	-	-	-	-	-
	M.D., M.Ch. and M.A.O.,	-	1	1	-	-	-	-	-	-	-	-	-	-
Proceeded in the Faculty of Engineering only.	First Engineering,	2	1	-	3	4	1	2	-	4	5	3	3	3
	Second „	-	-	-	-	-	-	-	-	1	-	1	-	-
	B.E. „	-	1	-	-	1	1	-	-	-	-	-	-	-
Proceeded in the Faculty of Music only.	First Music,	-	-	1	-	1	1	1	1	1	-	2	1	-
	B. Mus.,	-	-	-	-	1	-	-	1	-	2	-	-	-

TABLE showing progress in University Courses, to end of 1893, by Students Matriculated in the years 1881–93 inclusive—*continued*.

		1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.
Proceeded in the Languages and Mental etc.	First Medical and Second Arts,	4	1	3	5	2	4	-	-	2	4	9	10	
	" " B.A.,	3	2	2	-	2	1	1	1	2	1	2	-	
	" " M.A. and B.E.,	1	-	-	-	-	-	-	-	2	1	-	-	
	" " M.A.,	-	-	-	1	-	-	-	-	1	-	-	-	
	" " LL.B.,	-	-	-	-	-	-	-	-	-	-	-	-	
	Second " Second Arts,	1	1	1	1	2	-	1	2	5	3	4	-	
	" " B.A.,	-	-	-	1	2	1	1	2	3	3	-	-	
	" " M.A.,	-	-	-	-	-	1	1	-	-	-	-	-	
	" " M.A. and B.E.,	-	-	-	-	-	-	-	-	-	-	-	-	
	Third " Second Arts,	-	1	0	0	0	2	1	-	-	-	-	-	
	" " B.A.,	-	-	1	1	0	1	1	2	2	1	-	-	
	" " M.A.,	-	-	-	-	-	2	1	2	4	2	-	-	
	" " M.A., First Law,	-	-	-	-	-	-	-	-	-	-	-	-	
	M.B., B.C.L., and B.A., Second Arts,	-	2	11	6	12	8	4	2	-	-	-	-	
	M.B., B.C.L., and B.A.,	-	15	8	11	3	8	1	2	-	-	-	-	
	M.B., B.C.L., and M.A.,	1	3	1	2	1	1	-	-	-	-	-	-	
	M.B., B.C.L., and Second Arts,	-	1	-	-	-	-	-	-	-	-	-	-	
	M.B., M.C., and B.A.,	2	-	1	-	-	1	-	-	-	-	-	-	
	M.B., M.C., and M.A. and Second Arts,	-	1	-	-	-	-	-	-	-	-	-	-	
	M.B., M.C., and M.A. and B.A.,	-	2	-	-	-	-	-	-	-	-	-	-	
	" " M.A.,	-	-	-	-	-	-	-	-	-	-	-	-	
	M.D., C.M., and B.A., and Second Arts,	-	-	1	-	-	-	-	-	-	-	-	-	
	M.D., C.M., B.A., and B.A.,	-	-	2	-	-	-	-	-	-	-	-	-	
	M.D., C.M., and M.A. and M.A.,	2	-	-	-	-	-	-	-	-	-	-	-	
	First Engineering and Second Arts,	-	-	-	2	1	-	1	1	-	-	1	3	
	" " B.A.,	1	1	1	1	-	1	-	1	1	1	-	-	
Proceeded in the Languages and Mental Sciences	" " M.A.,	-	-	-	-	-	-	-	-	-	-	-	-	
	Second " Second Arts,	-	-	-	-	1	1	1	1	2	3	1	-	
	" " B.A.,	-	-	-	-	-	-	1	2	-	1	1	-	
Engineering	" " M.A.,	-	-	-	-	-	1	-	-	-	1	-	-	
	B.E. and Second Arts,	-	-	2	1	-	2	2	2	-	-	-	-	
	" B.A.,	2	3	3	3	6	3	3	4	6	-	1	-	
	First Medical and Second Arts,	-	-	1	-	-	-	1	-	-	-	-	-	
	" " B.A.,	-	-	-	-	-	-	-	-	-	-	-	-	
Proceeded in the Languages and Mental Sciences	" " M.A.,	1	-	-	-	-	-	-	1	-	-	-	-	
	B.Mus., " B.A.,	1	-	-	-	-	-	-	-	-	-	-	-	
	B.Mus., " B.A.,	-	-	1	-	-	-	1	-	-	-	-	-	
	B.Mus., " First Law,	-	-	-	-	-	-	-	1	-	-	-	-	
		223	315	339	347	341	370	336	351	396	417	378	418	377
Passed no further Examination since Matriculation,		285	175	242	190	195	195	245	256	228	304	302	333	492
Total Number Matriculated,		508	490	611	537	536	565	581	607	624	721	720	751	869

APPENDIX IV.

Detail of Examinations, 1894.

	Name of Examination.	Entered.	Absent.	Retired.	Rejected.	Passed.
Spring.	First Medical,	67	1	3	29	34
	Second Medical,	83	11	8	31	33
	Third Medical,	66	12	6	29	19
	Medical Degrees—M.B., B.Ch., B.A.O.,	40	3	2	18	17
	M.D.,	5	0	0	2	3
Summer.	Matriculation,	622	24	2	248	348
	First Arts,	430	8	3	175	244
	Second Arts,	320	10	3	64	243
	B.A. (Pass),	108	1	8	48	51
	First Law,	28	1	0	5	22
	LL.B.,	13	1	0	0	12
	LL.D.,	3	0	0	1	2
	First Engineering,	29	5	0	11	13
	Second Engineering,	14	0	1	6	7
	B.E.,	8	1	0	2	5
Autumn.	Matriculation,	291	25	3	117	146
	First Arts,	210	18	3	53	136
	B.A. (Honour),	153	9	4	54	86
	M.A.,	28	0	1	5	22
	First Music,	3	0	0	0	3
	B. Mus.,	3	0	0	1	2
	First Medical,	58	4	3	21	30
	Second Medical,	85	4	6	32	43
	Third Medical,	78	5	3	37	33
	Medical Degrees—M.B., B.Ch., B.A.O.,	49	7	1	19	22
	M.D.,	1	0	0	1	0
	Total,	2,795	150	60	1,007	1,578

APPENDIX V.

Male Students, 1894.

Name of Examination.	Examined.	Rejected	Passed.	Number who obtained Honours	Distribution of the Honours among the different Subjects of the Examination.
Matriculation Examination (Summer).	425	179	246	59	Latin, Greek, English, Mathematics, Natural Philosophy, 3 Latin, Greek, English, Natural Philosophy, 1 Latin, Greek, English, Mathematics, 1 Latin, French, English, Mathematics, 1 Latin, English, Mathematics, Natural Philosophy, 1 Latin, English, Mathematics, 1 Latin, English, Natural Philosophy, 2 French, English, Mathematics, 1 English, Mathematics, Natural Philosophy, 4 Latin, Greek, 2 Latin, English, 1 Latin, Mathematics, 1 Mathematics, Natural Philosophy, 4 Latin, 2 Greek, 1 French, 1 German, 1 English, 18 Mathematics, 6 Natural Philosophy, 3 German, Mathematics, 1 English, Mathematics, 3 English, Natural Philosophy, 2
First University Examination (Summer)	281	117	182	41	Latin, Greek, English, Mathematics, Natural Philosophy, 1 Latin, Greek, English, Natural Philosophy, 2 Latin, English, Mathematics, Natural Philosophy, 1 Latin, Greek, English, 4 Latin, French, English, 1 Latin, English, Natural Philosophy, 2 Greek, Mathematics, Natural Philosophy, 1 French, English, Natural Philosophy, 2 English, Mathematics, Natural Philosophy, 2 Latin, Greek, 1 Latin, English, 4 Latin, English, 1 English, Natural Philosophy, 2 Mathematics, Natural Philosophy, 1 Latin, 2 French, 2 English, 8 Natural Philosophy, 4

MALE STUDENTS, 1894—*continued.*

Name of Examination.	Examined.	Rejected.	Passed.	Number who obtained Honours.	Distribution of the Honours among the different Subjects of the Examination.
Second University Examination,	241	55	186	36	Latin, Greek, English, French, Logic, ... 1 Latin, Greek, English, French, . 1 Latin, English, Celtic, Logic, . 1 French, Mathematics, Mathematical Physics, and Natural Philosophy, ... 1 English, Logic, Mathematics, Mathematical Physics, . . . 1 Latin, Greek, English, . . . 1 Latin, Greek, Logic, . . . 1 Latin, English, Logic, . . . 1 Mathematics, Mathematical Physics, and Natural Philosophy, . . 3 Latin, English, ... 1 Greek, English, ... 1 Greek, Logic, ... 1 English, German, ... 1 English, Logic, ... 1 French, German, ... 1 Mathematics, Mathematical Physics, 1 Mathematical Physics, Experimental Physics, ... 1 Experimental Physics, Chemistry, . 1 Latin, ... 2 English, ... 5 Celtic, ... 1 Logic, ... 3 Mathematics, ... 2 Biology, ... 3
B.A. Examination, (Summer), .	74	30	44	—	Honours are not awarded at this Examiuation.
First Examination in Law, .	26	5	21	5	
LL.B. Examination, . . .	12	0	12	7	
LL.D. „ . . .	3	1	2	—	Honours are not awarded at this Examination.
First Exam. in Engineering, .	24	11	13	3	
Second „ .	13	6	7	2	
B.E. Examination, . . .	7	2	5	—	
First Medical (Summer), . .	60	27	33	8	Botany, Zoology, Chemistry, and Experimental Physics, . . 4 Experimental Physics & Chemistry, 1 Botany and Experimental Physics, 1 Chemistry, ... 1 Experimental Physics, . . . 1
Second Medical (Spring), . .	62	29	33	2	
Third Medical „ . .	48	29	19	—	
M.B., B.Ch., B.A.O., „ . .	31	15	16	1	
M.D., „ . .	5	2	3	1	Gold Medal.
Matriculation (Autumn), . .	216	104	112	—	These Examinations were for Pass Candidates only.
First University, „ . .	136	46	90	—	

MALE STUDENTS, 1894—*continued.*

Name of Examination.	Examined	Rejected	Passed.	Number who obtained Honours	Distribution of the Honours among the different Subjects of the Examination.
B.A. Examination (Autumn),	[illegible]	40	[illegible]	10	Classics, [illegible] Mental Science, [illegible] History, &c., [illegible] Mathematical Science, 2 Mathematical Physics and Experimental Physics, 1 Biological Science, [illegible] Logic, Metaphysics, History of Philosophy, Political Economy, 1
M.A. Examination,	19	4	15	8	Classics, 1 Mental Science, 2 History, Political Science, 2 Mathematical Physics and Experimental Physics, 1 Modern Literature, 1 Experimental Science, 1
First Medical (Autumn),	49	20	29	—	Botany, Zoology, Chemistry, Experimental Physics, 1 Zoology, Chemistry, and Experimental Physics, 1 Botany and Zoology, 1 Botany and Experimental Physics, 1 Chemistry, 1
Second Medical (Autumn),	71	30	41	1	
Third Medical, „	68	26	42	1	
M.B., B.Ch., B.A.O., „	38	19	19	2	
M.D. Examination, „	1	1	—	—	
First Examination in Music,	1	0	1	—	
B. Mus. Examination,	2	1	1	—	
Classical Scholarship,	8	—	—	—	Obtained 3 Scholarships.
Mathematical „	7	—	—	—	„ 4 „
Modern Literature Scholarship,	4	—	—	—	„ 1 „
Modern Literature Studentship,	1	—	—	—	Studentship.
Experimental Science,	1	—	—	—	„
Mental Science Studentship,	3	—	—	—	„
Mathematical Junior Fellowship,	1	—	—	—	Fellowship,
Mental and Moral Science, „	4	—	—	—	„
Travelling Medical Scholarship,	1	—	—	—	Scholarship.
Medical Studentship,	1	—	—	—	Studentship.

APPENDIX VI.

Women Students, 1894.

Name of Examination.	Examined.	Rejected.	Passed.	Number who obtained Honours.	Distribution of the Honours among the different Subjects of the Examinations.
Matriculation (Summer),	173	80	93	38	Latin, Greek, English, Mathematics, Natural Philosophy, 1 Latin, French, English, 3 Latin, German, English, 1 French, English, 2 German, English, 5 English, 17 French, 3 German, 3 Mathematics, 3
First University Examination (Summer).	121	59	62	21	Latin, Greek, English, 1 German, English, 4 English, French, 6 French, 1 German, 3 English, 6
Second University Examination,	69	12	57	17	Latin, English, French, German, 1 Latin, Greek, English, 1 Latin, Mathematics, Mathematical Physics, 1 English, German, Logic, 1 English, French, 1 English, German, 5 English, 3 French, 1 German, 2 Logic, 1
B.A. Examination (Summer),	22	15	7	—	Honours are not awarded at this Examination.
First Examination in Law,	1	0	1	0	
LL.B. Examination,	—	—	—	—	
B.A. (Autumn),	42	11	31	9	Modern Literature, 6 History, &c., 1 Mental Science, 1 Biological Science, 1
M.A. Examination,	8	1	7	4	History and Political Science, 2 Modern Literature, 2
First Medical (Summer),	3	2	1	0	
Second Medical (Spring),	2	2	0	0	
Third Medical (Spring),	0	0	0	0	
Medical Degrees Examination (Spring).	3	2	1	0	
Matriculation (Autumn),	50	16	34	—	These Examinations were for Pass Candidates only.
First University (Autumn),	56	10	46	—	
First Medical (Autumn),	2	1	1	0	
Second Medical (Autumn),	4	2	2	0	
Third Medical (Autumn),	2	1	1	0	
M.B., B.Ch., B.A.O.,	3	0	3	0	
First Examination in Music,	2	0	2	0	
B. Mus. Examination,	1	0	1	0	
Classical Scholarship,	1	—	—	—	Obtained Scholarship.
Modern Literature Scholarship,	8	—	—	—	Obtained 1 Scholarship.

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The Queen's Printing Office.

THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, BELFAST,

FOR

THE SESSION 1894-95.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY ALEXANDER THOM & CO. (LIMITED).

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1895.

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THE REPORT

OF THE

PRESIDENT OF QUEEN'S COLLEGE, BELFAST,

FOR THE

SESSION 1894–95.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

I have the honour to present to Your Majesty my annual Report on the condition and progress of Queen's College, Belfast, during the academic year 1894–95.

It has been usual to give an account in the first place of the

NUMBERS

of students in attendance. I beg therefore to report that in the past Session 117 entered the College for the first time, as compared with 112 in the previous year, and 97 the year before. The total numbers enrolled in the various faculties were—in the Faculty of Arts, 145: in the Faculty of Medicine, 212: in the Faculty of Law, 26: and in the School of Engineering, 13. Ten students attended in more than one Faculty. The number of ladies who attended lectures was 15, as compared with 13 last year. All our classes are now open to ladies, and I have great pleasure in being able to testify that their admission to College has been attended by none but the most excellent results. No doubt many more of them would attend were it not for the fact that, in the opinion of the Law Officers of the Crown in Ireland, our scholarships and prizes are not open to them. From this disability I sincerely hope they will soon be relieved.

It is interesting to note the localities from which the students came. Ulster, as might be expected, supplied the great majority, 336 of them belonging to this province: 11 came from Leinster: 6 from Connaught and 7 from Munster; while 12 were Englishmen, 5 Scotchmen, 2 came from Spain, 1 from India, 2 from Australia, 1 from Japan, 2 from the United States of America, and 1 from Canada. As regards age, 230 were over 21 and 156 younger. I am happy to report that the discipline was so uniformly good that during the entire year no student was charged before the Council with any offence.

Losses.

While speaking of the students, I cannot but refer with feelings of sincere sorrow to the deaths of three of our *alumni* which occurred during the year, viz.—Thomas Charles Grimshaw, B.A., who after obtaining high honours in the earlier years of his course had just entered for the Dunville Studentship last autumn, with every prospect of success, when his last illness unexpectedly seized him: Henry Tate, B.A., whose devotion to chemical research led to his obtaining a little time ago the important appointment of Assistant Government Analyst in Trinidad, on the duties of which he had entered with good promise of high service to the interests of that colony, and of honour and advancement to himself, when death laid him low; and Hugh Turretin Heron, B.A., M.B., whose name stands in the College Calendar as the holder of several high scholarships and who had entered upon what all hoped would be a brilliant and useful career in the medical profession, when the end came. The deaths of all three were heard of in College with genuine grief.

To one other death which occurred during the year I must also allude, that of the venerable Rev. James M'Cosh, D.D., LL.D., formerly Professor of Logic and Metaphysics in this College and latterly President of Princeton College, New Jersey. Although twenty-seven years have passed since he resigned his chair here, his memory is still green not only among us but among the many men who passed through his classes in the seventeen years during which he was a Professor in Belfast, and who still, in their various and widely separated walks of life, feel how much they owe to the sound and vigorous teaching, the keen intellectual stimulus, and the fatherly interest which they experienced at his hands.

Changes in the Staff.

During the year now ended we have, I regret to say, lost the valuable services of Mr. John Wylie, who was Bursar for twenty-two years, having succeeded his uncle, the late Mr. Alexander Dickey, in 1872. The College never had a more faithful or more efficient officer in its service than Mr. Wylie, and universal sorrow was felt when failing health obliged him last autumn to retire. This regret was somewhat mitigated by the fact that his brother, Mr. William Wylie, was appointed by Your Majesty Bursar in his stead. This selection was received in the College with much satisfaction, and bids fair to prove of great advantage to the important department of which the Bursar has charge.

One other change in our Staff occurred during the year. Dr. W. H. Barrett having resigned the Lectureship in Pathology (which Dr. William Russell took up in his place for the summer session of last year, as mentioned in my last Report), the Council, after careful inquiry, and with the sanction of His Excellency the Lord Lieutenant of Ireland, appointed Dr. J. Lorrain Smith Lecturer in his place. Dr. Smith holds the Degrees of M.A. (with

First Class Honours) and M.D. (with a Gold Medal) of the University of Edinburgh, and ever since his graduation has been devoting himself solely to research and teaching in Pathology at Oxford, Cambridge, Strassburg, and Copenhagen. His appointment is calculated not only materially to strengthen our Medical School, but to prove of great service to Belfast, where it is for many reasons important to have resident one highly skilled as he is in the methods and results of modern Pathology. On this subject I may here quote a few sentences from an address which I delivered on 1st May last when introducing Dr. Lorrain Smith to his classes:—

"Every year sees Pathology assuming by general consent a larger and larger place not only in medical science, but, at least as regards Bacteriology, one of its most important branches, in society at large. I am sorry to say that the facilities for teaching it here have hitherto not been at all commensurate with its importance. We do not yet possess a full professorship of Pathology; we have only a lectureship in the subject. This from one point of view is not surprising, because it has only been in recent years that this science has come to bulk so largely before the public mind. Making allowance, however, for this fact, it must be admitted that Belfast is far behind other places similarly circumstanced. Let me mention only three illustrations out of many of what has been done elsewhere. Take Cambridge. There Mr. John Lucas Walker has founded a studentship in the subject, which bears his name, and possesses an income of £400 per annum. In Aberdeen, again, the late Sir Erasmus Smith founded a professorship of Pathology, which has, I believe, yielded excellent results. But the third case which I shall mention is, perhaps, to us the most apposite of all—that of Liverpool, where a well-known and extensive shipowner, Mr. George Holt, has recently given to University College £3,000 for the equipment of a physiological laboratory, and £3,000 more for a pathological laboratory, and has founded two chairs, called by his name the Holt Professorships of Physiology and Pathology, each provided with an endowment of £350 per annum. When one considers what is thus being done elsewhere, and considers in particular the vast and growing importance of Bacteriology, which deals with those micro-organisms which we now know play a part of such enormous importance not only in the case of many diseases, but in almost every function of our daily lives—when one considers the vast importance, not only in the interests of medical science, but of the public health, of having this study adequately prosecuted and practised, one cannot help fervently wishing that some public spirited gentleman would arise among us to do for Belfast and the North of Ireland in the matter of Pathology what Mr. R. G. Dunville and the Sorella trustees did for Physiology when they founded a year or two ago the Dunville Professorship in that subject. I should count myself to have rendered an enormous service, not only to the College, but to the health and well-being of the entire community, if any words of mine were the means of leading to a consummation so devoutly to be wished."

I proceed now to speak of the

Honours and Successes

won by students of this College during the year. Our College Scholarships, Exhibitions, and Studentships have continued to

afford very valuable incentives to learning. I am also happy to say that, as in the past, so in the session now ended, those of our students, who have presented themselves at the various public Examinations have acquitted themselves in such a way as to show that there is no deterioration either in their quality or in the character of the teaching which they receive here.

Most of our students go for their degrees to

THE ROYAL UNIVERSITY

of Ireland, and the record of those who appeared at its various Examinations during 1894–95 is a highly honourable one. Commencing with the Summer Examinations of 1894, I find that on this occasion they carried off a total of 23 First Classes and 22 Second Classes in the several faculties of Arts, Law, Medicine, and Engineering, together with 15 Exhibitions varying in value from £15 to £36.

At the Autumn Examinations they gained a still more signal series of triumphs. For the first time certain Junior Fellowships were then offered for competition by the Senate. These are not only splendid prizes from a pecuniary point of view, being of the value of £200 per annum each and tenable for four years, but in dignity and importance they are the highest distinctions of the kind conferred by the University. Two were awarded in October last, and both were conferred on men from this College, Mr. Morton gaining the Fellowship in Mathematics and Mr. Woodburn that in Mental Science. At these Autumn Examinations Belfast men gained some other very high honours, including the Studentship in Experimental Science and many Exhibitions and Prizes.

Finally, at the Spring Medical Examinations of this year it is worthy of note that all the candidates at the Degrees Examination who were placed by the Examiners in the upper pass division were Belfast men, and all the honours conferred were won by Belfast men. Throughout the academic year, therefore, the students of this College have gained at the Royal University a series of honours of which any students and any College might be proud. But this, happily, is nothing new.

At

OTHER UNIVERSITIES

they have also taken some very high places during the year. Thus at Cambridge Mr W. A. Houston was bracketed first in the Mathematical Examinations of St. John's College in December last, and in June of this year came out first in the same subject at the College Examinations, Mr G. T Locke being placed second of his year, and Mr. A. A. Robb being bracketed sixth in the First Class. Mr. James Rice was elected to an Entrance Exhibition in St. John's, taking second place among all the candidates. Mr. G. T. Locke was also elected to a Foundation Scholarship at St. John's in June last. Mr. R. K. M'Elderry was in the same month placed in the First Class of the Classical

Tripos, Part II., with a star prefixed to his name for distinguished answering in the History section, and Mr. J. G. Leathem was at the same time placed in the First Division of the First Class in the Mathematical Tripos, Part II.

Our School of Law has also added to its laurels during the year. At the King's Inns Honours Examinations in October last Mr. F. J. Robb gained third place and a prize of £21. At the King's Inns "Continuous Course" Examination held in May, 1895, Mr. R. R. M'Cutcheon took the first place and the Victoria Prize of £21 in the Junior Class, and Mr. J. M. Whitaker the third place with the prize of £10. At the Solicitors' Examination Mr. W. A. Fitzhenry was bracketed first for the Findlater Scholarship, and Mr. Thomas Toye was awarded the silver medal. These successes show that our Law School continues to hold the high position to which I have repeatedly referred in my annual Reports.

The various

Buildings

and the College Botanic Garden have been maintained in good order during the year. A considerable amount of damage was caused by the terrible storm of 21st December last, but this has been repaired. Various important improvements have been introduced in several departments, as, for instance, in the Anatomical Rooms, which are now heated by a hot-water apparatus, instead of the open fireplaces which were previously in use. The lighting of these rooms, and of the cloisters and other parts of the College, has also been materially improved.

It is with great satisfaction that I report that the erection of a block of buildings for the accommodation of the departments of Physiology and Pathology, for which the Treasury last summer made a grant, has been commenced. It will, it is hoped, be ready for occupation next spring, and then these most important departments will be provided with a suite of lecture rooms, laboratories, practical class rooms, and lecture rooms, such as they have never before enjoyed, and which must conduce greatly to the efficiency of the work and the advancement of those two branches of science.

The second annual course of popular

Lectures on Health

was delivered during the winter, in accordance with the Deed of Foundation of the Dunville Chair of Physiology, by Professor Thompson. They were attended by crowded audiences, and I cannot doubt that the information which they diffused throughout the community on the important questions with which they dealt will prove of much advantage to the health of the people of Belfast.

During the year 800 volumes were added to

THE LIBRARY,

most of them by purchase, but a considerable number by presentation. A list of the kind donations made to it will be found in the Appendix. The Library now contains nearly 53,000 volumes. Steady progress continues to be made with the new catalogue, to the preparation of which I referred in my last Report. A considerable number of the sheets have been printed off under the supervision of Dr. Meissner, the Librarian, and there is every prospect of our possessing, at no distant date, a catalogue worthy of the College, which will render access to the treasures of the Library much more easy and profitable than it has hitherto been.

PORTRAIT OF JAMES MACADAM, ESQ.

I am happy to report that an admirable portrait of the late James MacAdam, Esq., the first Librarian of the College, and one of the best known of our local scientific men of the past generation, has been presented to us by his cousin, Miss MacAdam, and will be hung either in the Library or the Examination Hall. This is a most acceptable addition to our collection of portraits, which I would fain see still further increased by the accession of paintings of other notable men whom the College has had the good fortune to number upon its staff, but of whom it possesses no memorial.

THE MUSEUMS.

A considerable number of valuable specimens have been purchased for our Natural History Museum during the year, and the rearrangement and cataloguing of the Medical Museum has progressed under the supervision of Professor Symington, its Curator.

REPORTS OF THE DEANS OF RESIDENCES.

It is with deep regret that I report to Your Majesty the death during the year of two of the Deans of Residences of the College, the Rev. Oliver M'Cutcheon, D.D., LL.D., and the Rev. T. H. M. Scott, M.A. Both took a deep interest in the performance of the duties of their responsible office, so that their demise involves a serious loss to the College as well as to the general community. From the other two Deans I have received the following reports, which speak for themselves:—

"St. Andrew's Rectory,

"University Square,

"June 13, 1895.

"DEAR MR. PRESIDENT,—I have much pleasure in being enabled to present again a favourable report of the Students of Queen's College, Belfast (Church of Ireland), for the past Session. Their moral conduct and gentlemanly deportment entitle them to our hearty commendation; and it is plain that the great efforts made by the College authorities for

the still further advantage of the students are meeting with just reciprocation on their part. During the Session the Students' Christian Union has maintained its meetings, and has been a source of spiritual and religious good which the Deans of the College are happy to recognise. In January last a very large number of the students attended a special service in St. Andrew's; and I hope to have this repeated at the beginning of next Session with the approval and aid of our Bishop.

"I remain, dear Mr. President,

"Very sincerely yours,

"S. EDWARD BUSBY, Clk., LL.D.,

"Dean (I.C.), Q.C.B."

"2 College Park, Belfast,

"12th June, 1895.

"DEAR SIR,—I have much pleasure in reporting that, as far as known to me, the conduct and character of the Presbyterian students attending the Queen's College, Belfast, have been highly satisfactory. Many of those with whom I have come in contact are earnest Christian men exercising a wholesome influence on their fellow students.

"Your obedient servant,

"MATTHEW LEITCH,

"Presbyterian Dean of Residence.

"The President,
"Queen's College, Belfast."

THE STUDENTS' SOCIETIES.

The Societies founded and maintained by the students for their own improvement had useful and prosperous sessions last winter —the Literary and Scientific Society under the presidency of Mr. W. B. Morton, M.A., Jun. F.R.U.I., and the Medical Students' Association under that of Dr. W. D. Donnan. A pleasant feature in the proceedings of the former was supplied through the kind visits of two old students, Sir David Barbour, K.C.S.I., and the Rev. John M'Dermott, M.A., who returned to renew their acquaintance with the scenes of their youthful academic struggles, and favoured the Society with papers which were received with the utmost pleasure.

THE STUDENTS' UNION.

In former Reports I have referred with gratification to the movement for the establishment of a Students' Union which was initiated some three years since. It is with no small pleasure that I am now able to report that arrangements for the erection of the building have been almost completed, and that before the close of the present summer I expect good progress to be made with it. With the sanction of the Lords Commissioners of the Treasury, the Commissioners of Public Works in Ireland have authorised their Surveyor for the Northern District, Mr. Robert Cochrane, F.R.I.B.A., to act as architect of the structure, and have

also undertaken its external maintenance when erected. Mr. Cochrane, who is an *alumnus* of the College, has undertaken his task *con amore*, and has designed a building which has met with the entire approval of the Committee, and will, I expect, not only admirably serve the purposes for which it is intended, but will form a worthy and notable addition to the College property. We hope that it will be ready for opening next spring.

University Extension in Belfast.

Although our local scheme for the extension of University teaching is not officially connected with the College, yet, as it is most intimately associated with it, nearly all the lecturers on the staff being Queen's College men, and its work proceeding as far as possible upon University lines, and much of it being carried on within the College, I may here refer briefly to its proceedings during the year now ended. Unquestionably last session was one of the most prosperous and vigorous that it has ever had. It opened in September with a public meeting, at which it had the presence and advocacy of the Lord Mayor of Belfast (Mr. William M'Cammond, J.P.), the Countess of Shaftesbury, and others, and at which a characteristically brilliant and sympathetic address was delivered by the Marquess of Dufferin and Ava, which gave the work of the Society an immense stimulus. Immediately thereafter the lecturers set to work, and from that time till Easter the classes were in full operation. The subjects taken up were—Chemistry (in two classes, one of which was intended specially for working men), with Professor Letts as lecturer; English Literature, four classes of which were taught, the lecturer being Rev. E. I. Fripp; Political Economy, with Professor Graham as lecturer; and Applied Mechanics, with Professor FitzGerald as lecturer, this last being also specially intended for working men, and both it and the second course on Chemistry being under the joint direction of the Society for the Extension of University Teaching and the local Gilchrist Lectures Committee. There was a good attendance at all the courses, notably at those for working men, the numbers present at them each evening being from twelve to fifteen hundred. There were also three courses of lectures delivered in neighbouring towns—Armagh, Portadown, and Antrim—the lecturer being Mr. W. B. Morton, M.A., Jun. F.R.U.I., assisted by Mr. John Wylie, B.A., the subjects being Electricity and Magnetism, and the attendances good. The Society also assisted in arranging two courses of lectures for Sligo, which came off with large success, the lecturer being Mr. H. Macaulay Fitzgibbon, who had previously lectured most acceptably at the Belfast centre. At the close of each course an Examination was held at which prizes and certificates were awarded. All the lecturers expressed themselves as much pleased with the answering at these Examinations and at the progress of their students generally. I cannot but think that the Belfast Society for the Extension of University Teaching supplies a felt want among us, and renders a service to the cause of higher education which could not otherwise be easily supplied.

THE JUBILEE OF THE COLLEGE.

The College attains its Jubilee this year, the Letters Patent incorporating it having been issued on December 30th, 1845. It would of course be unpardonable to allow an occasion so interesting to pass unnoticed, and the Council have accordingly resolved that it shall be fittingly celebrated, not on the precise date of the Jubilee, which would not for many reasons be a convenient or suitable time, but in the course of next year, the exact period to be announced hereafter. We shall hope to see as many of our *alumni* as possible coming from the scenes of their various labours in many different places to join with us, and with the citizens of Belfast and Ulster generally, in celebrating the completion of the first half century of the existence of an institution which has, during its comparatively brief life, conferred countless blessings not only on the Province of Ulster but on many places besides—an institution which the Vice-Chancellor of the Royal University fittingly described at the Commencements of that University last autumn, as "the greatest glory and pride of the northern province."

I have thus briefly sketched the proceedings of the College during another year of its history. Further information regarding it will be found in full detail in the Appendix to this Report, where I have placed lists of the Visitors, the President, the Professors, the Deans of Residences, and other Officials of the College, together with a series of tables showing (1) the Number of Students matriculated in the Session 1894–95; (2) the Numbers and Religious Persuasions of the Students who have entered in each year since the opening of the College, and the Numbers and Religious Persuasions of the Students who have attended in each year; (3) the Numbers attending in each Faculty during the Session now ended; (4) the Number of Students who came to the College from each of the provinces of Ireland, and from other places, during that Session; (5) the Ages of the Students in attendance; (6) the Number of Lectures given by each Professor during the Session, and the Number of Students attending each Class; (7) the names of the College Scholars and Prizemen for last Session; (8) a list of Degrees, Diplomas, and Honours obtained by Students of the College at the Examinations of the Royal University of Ireland in 1894; (9) a list of sundry Students who have, since 1st January, 1881, obtained distinctions in Universities other than the Royal University of Ireland; (10) a Table showing the Length of Service, Salaries and other Emoluments of the Professors and Officers of the College; (11) a List of the Benefactors of the College since its foundation, with an account of their benefactions; and (12) an account of the Receipts and Expenditure of the College during the year ending 31st March, 1895.

All which is testified on behalf of the College by

Your Majesty's
Most dutiful servant,

THOMAS HAMILTON,
PRESIDENT.

July, 1895.

VISITORS.

His Grace the Lord Primate of Ireland.
The Most Honourable the Marquess of Dufferin and Ava, K.P., G.C.B.
The Most Honourable the Marquess of Londonderry, K.G.
The Right Honourable John Thomas Ball, LL.D.
The Right Honourable A. M. Porter, Master of the Rolls in Ireland.
His Honour Judge Shaw, Q.C.
The Right Rev. Bishop Welland, D.D.
Thomas Sinclair, J.P., D.L.
The Chief Secretary for Ireland, for the time being.
The Moderator of the General Assembly of the Presbyterian Church in Ireland, for the time being.
The President of the King's and Queen's College of Physicians, for the time being.
The President of the Royal College of Surgeons, for the time being.
The President of the Association of Non-Subscribing Presbyterians of Ireland, for the time being.

PRESIDENT, PROFESSORS, OFFICERS, AND DEANS OF RESIDENCES.

President.

THE REV. THOMAS HAMILTON, M.A., D.D., LL.D.

Professors.

The Greek Language, ... SAMUEL DILL, M.A.
The Latin Language, ... THOMAS WILSON DOUGAN, M.A.
Mathematics, ... JOHN PURSER, LL.D., F.R.U.I.
Natural Philosophy, ... JOSEPH DAVID EVERETT, M.A., D.C.L., F.R.S., F.R.U.I.
History and English Literature, . . SAMUEL J. MACMULLAN, M.A., F.R.U.I.
Logic and Metaphysics, ... JOHN PARK, M.A., D.LIT., F.R.U.I.
Chemistry, ... EDMUND A. LETTS, PH.D., F.R.S.E., F.C.S., F.R.U.I.
Natural History and Geology, . . ROBERT O. CUNNINGHAM, M.D., D.SC., F.L.S., F.G.S., M.Z.S., F.R.U.I.
Modern Languages, ... ALBERT L. MEISSNER, PH.D.
Jurisprudence & Political Economy, . WILLIAM GRAHAM, M.A.
English Law, ... JAMES A. STRAHAN, M.A., LL.B.
Anatomy, ... JOHNSON SYMINGTON, M.D., F.R.S.E., F.R.U.I.
Physiology, ... WILLIAM HENRY THOMPSON, M.D., F.R.C.S.E.
Medicine, ... JAMES CUMING, M.A., M.D., F.K.Q.C.P.
Surgery, ... THOMAS SINCLAIR, M.D., M.CH. F.R.C.S., Eng.
Materia Medica, ... WILLIAM WHITLA, M.D.
Midwifery, ... JOHN W. BYERS, M.D.
Civil Engineering, ... MAURICE F. FITZGERALD, B.A., ASSOC. M.I.C.E.
Agriculture, ... JOHN F. HODGES, M.D., F.C.S., F.I.C.

Lecturers.

Medical Jurisprudence, ... JOHN F. HODGES, M.D., F.C.S., F.I.C.
Pathology, ... J. LORRAIN SMITH, M.A., M.D.

Demonstrator.

Practical Pharmacy, ... VICTOR G. L. FIELDEN, M.B.

Office Bearers.

Registrar, ... JOHN PURSER, LL.D.
Bursar, ... WILLIAM WYLIE, esq.
Librarian, ... A. L. MEISSNER, PH.D.

Curator of Natural History Museum.

PROFESSOR CUNNINGHAM, M.D.

Curator of Medical Museum.

PROFESSOR SYMINGTON, M.D.

Deans of Residences.

		Appointed
Church of Ireland, ...	REV. S. EDWARD BUSBY, M.A., LL.D.	1872
Association of Irish Non-Subscribing Presbyterians, . .	REV. T. H. M. SCOTT, M.A.	1891
Wesleyan Methodists, . . .	REV. OLIVER MCCRACKEN, D.D., LL.D.	1894
Presbyterian Church in Ireland,	REV. MATTHEW LEITCH, D.D., D.LIT.	1894

APPENDIX.

TABLE I.

NUMBER of STUDENTS Matriculated in Session 1894–95:—

Admitted *ad eundem* having Matriculated in the Royal University, . . 92

TABLE II.

A.—NUMBERS and RELIGIOUS PERSUASIONS of STUDENTS who have entered the COLLEGE, in each year since its opening.

SESSIONS.	Matriculated.	Non-Matriculated.	Total.	Presbyterian.	Church of Ireland.	Roman Catholic.	Methodist.	Various.	Total.
1849–50, . . .	90	105	195	145	33	5	4	8	195
1850–51, . . .	51	42	93	68	15	7	1	2	93
1851–52, . . .	42	40	82	47	25	7	2	1	82
1852–53, . . .	31	23	54	28	16	7	2	1	54
1853–54, . . .	39	23	62	36	14	5	3	4	62
1854–55, . . .	41	38	79	56	13	6	2	2	79
1855–56, . . .	33	29	62	36	17	5	2	2	62
1856–57, . . .	40	28	68	40	18	4	1	5	68
1857–58, . . .	43	28	71	55	8	6	2	–	71
1858–59, . . .	51	37	88	51	24	8	4	1	88
Entered in first 10 years,	461	393	854	562	183	60	23	26	854
1859–60, . . .	66	24	90	64	14	6	4	2	90
1860–61, . . .	96	41	137	85	29	13	3	7	137
1861–62, . . .	114	38	152	101	27	5	6	13	152
1862–63, . . .	115	22	137	92	23	12	5	5	137
1863–64, . . .	109	18	127	86	25	5	3	8	127
1864–65, . . .	108	27	135	97	22	6	3	7	135
1865–66, . . .	88	30	118	83	17	7	5	6	118
1866–67, . . .	95	12	107	61	16	6	10	14	107
1867–68, . . .	90	22	112	63	20	5	1	23	112
1868–69, . . .	79	24	103	60	16	7	6	14	103
Entered in second 10 years,	960	258	1,218	792	209	72	46	99	1,218
1869–70, . . .	83	15	98	54	23	8	4	9	98
1870–71, . . .	84	30	114	57	36	2	8	11	114
1871–72, . . .	78	25	103	50	28	6	5	14	103
1872–73, . . .	99	14	113	60	33	6	9	5	113
1873–74, . . .	98	25	123	63	28	6	13	13	123
1874–75, . . .	102	32	134	78	33	3	5	15	134
1875–76, . . .	91	24	115	69	18	10	7	11	115
1876–77, . . .	119	32	151	93	35	3	8	12	151
1877–78, . . .	118	28	146	78	34	10	9	15	146
1878–79, . . .	123	32	155	94	36	10	7	8	155
Entered in third 10 years,	995	257	1,252	696	304	64	75	113	1,252

A.—NUMBERS and RELIGIOUS PERSUASIONS of STUDENTS who have entered the COLLEGE, in each year since its opening—*continued.*

SESSIONS.	Matriculated	Non-Matriculated.	Total.	Presbyterian.	Church of England	Roman Catholic.	Methodist.	Various.	Total.
1879–80.	128	23	151	90	29	10	10	12	151
1880–81.	135	15	150	91	30	8	4	17	150
1881–82.	171	15	186	110	28	11	17	20	186
1882–83.	107	23	130	75	25	5	8	17	130
1883–84.	117	16	133	82	22	4	9	16	133
1884–85.	110	21	131	92	20	2	7	10	131
1885–86.	104	27	131	79	23	9	10	10	131
1886–87.	87	23	110	79	17	–	10	4	110
1887–88.	94	15	109	76	20	3	6	4	109
1888–89.	106	20	126	89	25	6	4	2	126
Entered in fourth 10 years.	1,159	198	1,357	863	237	58	81	118	1,357
1889–90.	142	28	170	104	30	6	15	15	170
1890–91.	110	17	127	87	23	5	6	6	127
1891–92.	136	19	155	102	25	7	11	10	155
1892–93.	89	8	97	68	15	6	4	4	97
1893–94.	83	29	112	63	24	10	10	5	112
1894–95.	92	25	117	72	24	7	7	7	117
Total.	4,227	1,232	5,459	3,409	1,074	295	278	403	5,459

B.—NUMBERS and RELIGIOUS PERSUASIONS of STUDENTS attending the COLLEGE, in each Session from its opening.

SESSIONS.	Matriculated	Non-Matriculated.	Total.	Presbyterian.	Church of England	Roman Catholic.	Methodist.	Various.	Total.
1879–80.	90	105	195	146	36	5	4	4	195
1880–81.	110	75	185	136	30	10	4	5	185
1881–82.	140	60	200	139	40	14	5	2	200
1882–83.	101	53	154	100	35	13	4	2	154
1883–84.	114	54	168	107	29	14	6	12	168
1884–85.	116	35	151	94	34	8	4	15	155
1885–86.	119	74	193	136	28	14	5	10	193
1886–87.	93	66	159	104	30	14	8	11	167
1887–88.	156	94	250	164	51	14	4	14	247
1888–89.	160	68	228	152	45	14	8	9	228
Average of first 10 years.	122	67	189	138	35	13	4	7	189
1889–90.	190	56	246	164	43	16	8	6	237
1890–91.	239	72	311	220	57	22	7	10	312
1891–92.	200	75	275	200	58	17	15	20	310
1892–93.	335	58	393	276	60	24	14	17	391
1893–94.	340	47	387	261	63	26	10	27	387
1894–95.	366	49	405	295	50	22	9	31	405
1895–96.	360	52	412	311	60	15	13	40	413
1896–97.	355	50	397	295	57	19	18	63	397
1897–98.	300	38	338	244	39	15	25	57	380
1898–99.	330	58	388	270	51	15	26	26	388
Average of second 10 years.	317	51	368	244	56	19	14	35	368

B.—NUMBERS and RELIGIOUS PERSUASIONS of STUDENTS attending the COLLEGE, in each Session from its opening—*con.*

SESSIONS.	Matriculated.	Non-Matriculated.	Total.	Presbyterian.	Church of Ireland.	Roman Catholic.	Methodist.	Various.	Total.
1869–70,	328	25	353	214	57	18	19	45	353
1870–71,	337	43	380	226	76	14	22	42	380
1871–72,	325	33	358	203	80	17	12	46	358
1872–73,	328	23	351	203	79	15	21	33	351
1873–74,	344	31	375	201	87	17	26	44	375
1874–75,	346	47	393	223	85	11	24	50	393
1875–76,	353	40	393	222	70	17	29	55	393
1876–77,	393	44	437	270	86	13	29	39	437
1877–78,	421	42	463	283	89	20	27	44	463
1878–79,	453	47	500	320	89	20	33	38	500
Average of third 10 years,	362·8	37·5	400·3	236·5	79·8	16·2	24·2	43·6	400·3
1879–80,	456	38	494	331	81	22	26	34	494
1880–81,	482	26	508	326	90	22	22	48	508
1881–82,	541	26	567	353	104	25	30	55	567
1882–83,	473	29	502	305	91	20	33	53	502
1883–84,	456	25	481	290	85	17	34	55	481
1884–85,	418	31	449	280	81	10	32	46	449
1885–86,	416	44	460	282	80	17	34	47	460
1886–87,	387	36	423	281	61	9	37	35	423
1887–88,	398	31	429	290	64	13	30	32	429
1888–89,	391	31	422	303	59	11	22	27	422
Average fourth 10 years,	441·8	31·7	473·5	304·1	79·6	16·6	30·0	43·2	473·5
1889–90,	411	50	461	307	74	16	27	37	461
1890–91,	403	47	450	300	68	17	27	38	450
1891–92,	435	46	481	322	67	20	33	39	481
1892–93,	414	28	442	309	58	16	28	31	442
1893–94,	380	49	429	293	60	22	29	25	429
1894–95,	340	46	386	253	63	21	27	22	386

TABLE III.

NUMBER of STUDENTS attending each Faculty in Session 1894–95.

Arts,	145
Law,	26
Medicine,	212
Engineering,	13
	396
Deduct Students attending in more than one Faculty,	10
	386

TABLE IV.

NUMBER OF STUDENTS who came from each of the PROVINCES of IRELAND, and from other Places.

Ulster,	336	Australia,	2
Munster,	7	United States,	2
Leinster,	11	Canada,	1
Connaught,	6	Japan,	1
England,	12		
Scotland,	5		
Spain,	2		386
India,	1		

TABLE V

AGES of STUDENTS in ATTENDANCE.

Under Seventeen years,	3
From Seventeen to Eighteen,	8
From Eighteen to Nineteen,	37
From Nineteen to Twenty,	51
From Twenty to Twenty-one,	57
Above Twenty-one years,	230
	386

TABLE VI.

NUMBER of LECTURES given by each Professor, and NUMBER of STUDENTS attending them, in Session 1894–95.

	Number of Lectures	Number of Students
Greek,	357	39
Latin,	329	76
English Language and Literature,	189	63
History,	68	9
French,	136	40
German,	40	4
Logic,	113	31
Metaphysics,	72	38
Mathematics,	221	63
Natural Philosophy,	306	120
Chemistry,	99	60
Practical Chemistry, Summer, 1894,	53	6
Do., Winter, 1894-95,	54	24
Laboratory, Summer, 1894,	53*	3
Do., Winter, 1894–95,	128*	2
Zoology,	55	49
Botany, Summer, 1894,	50	18
Geology and Mineralogy,	36	4
Practical Biology, 2 hours each, Summer, 1894,	26	31
English Law,	77	25
Jurisprudence and Civil Law,	48	10
Political Economy,	24	10
Anatomy,	147	100
Physiology,	104	63
Practical Physiology and Histology, each of 2 hours duration,	41	43
Medicine,	78	53
Surgery,	87	65
Operative Surgery, Summer, 1894,	34	32
Midwifery,	88	42
Materia Medica,	89	36
Medical Jurisprudence, Summer, 1894,	30	19
Engineering,	328	13
Systematic Pathology, Summer, 1894,	58	36
Practical Pathology, 2 hours each, Summer, 1894,	28	17
Practical Pharmacy, Summer, 1894,	30	38

* Days on which the Laboratory was open for students, [illegible] the Professor.

Table VII.

A.—College Scholars and Prizemen.

Session 1894–95.

SENIOR SCHOLARS.

Greek, Latin, and Ancient History.

Miskelly, William, B.A.

Mathematics.

Harvey, Francis Wm.

Natural Philosophy.

M'Bride, James Alexander.

Logic, Metaphysics, and Political Economy.

Barkley, Matthew, B.A.

Natural History.

Hanna, Henry, B.A.

JUNIOR SCHOLARS.

Faculty of Arts.

Third Year.

Literary Division.

M'Culla, James.
Beare, Thomas James. } equal.
Buchanan, Alex. C. }

Megaw, John W. D.
Robb, John Hanna.
M'Conachie, John Hamill.

Science Division.

Miskelly, Samuel S.
Purvis, William Johnston.

Quinn, James.

Second Year.

Literary Division.

Leathem, William Harvey.
Scott, James Bruce.
Hamill, William D. } equal.
M'Neill, William. }

Hilton, Robert.

Science Division.

Rice, James.
Fullerton, Joseph A. } equal.
Johnston, James. }

Dunn, Andrew.
Bright, James.
Orr, William Rossell.—A prize.

First Year.

Literary Division.

Paul, Francis James.
Porter, Samuel Clarke.
Armstrong, Frederick William.

Macafee, William. } equal.
Minford, William. }
Ellison, Samuel Charles.

Science Division.

Stoops, William A.
Harvey, Thomas Edwin.
Minford, William. } equal.
Stevenson, Howard. }

MacGiffin, Henry Alfred.

Faculty of Medicine.

Fourth Year.

Anatomy and Physiology.
Johnstone, Robert James, B.A.
MacKeown, William John B.A.—A prize.

Therapeutics and Pathology.
Beggs, Samuel Thomas.

Third Year.

M'Cully, Andrew Lowry.
M'Cutcheon, Oliver Edward, B.A.

Hicks, George Adams.—A prize.

Second Year.

Brown, John Walter.

Rice, William Anderson.

First Year.

Rowan, Marriott Logan, B.A.

Bradshaw, James Moore, B.A.

Faculty of Law.

Third Year.

Hanna, Henry, B.A.

Second Year.

Walker, James Ferguson, B.A., LL.B.

First Year.

Morell, David Ernest, B.A., Mus. B.

Park, Robert Spencer.—A prize.

School of Engineering.

Third Year.

Sides, John Francis.

Second Year.

Gailey, Thomas Andrew.

First Year.

[None.]

Private Endowments.

Dunville Studentships.

Robertson, Walter Bold, M.A., elected 1893.

Andrews Studentship.

Robb, Alfred Arthur, elected 1893.

Porter Scholarships.

Locke, Geo. Thos., elected 1893.

M'Culla, James, elected 1894.

Sullivan Scholarships.

Robb, John Hanna, elected 1892.
Dunn, Andrew, elected 1893.

Stoops, William A., elected 1894.

Sir Hercules Pakenham Scholarship.

Black, John Alexander, elected 1893

Emily, Lady Pakenham Scholarship.

Heron, Archibald George, elected 1894.

Blayney Exhibition.

Miskelly, William, B.A., elected 1894.

M'Kane Medal.

Hanna, Henry, B.A.

Class Prizemen.

Greek.

Honour.

M'Culla, James. | Buchanan, Alexander Cockburn.

Second Year.

Leathem, W. H.

First Year.

Porter, S. C. | Macafee, William.
Armstrong, F. W. } equal. |
Paul, F. J. } equal. |

Latin.

Honour.

M'Culla, James.

Second Year.

White, William G. | Leathem, W. H.

First Year.

Paul, F. J. | Porter, S. C.
Armstrong, F. W. | Macafee, William.

History.

Wallace, J. S. | Reid, G. R.

English Language and Literature

Third Year.

Wright, S. F.

Second Year.

Leathem, W. H. } equal.
Rice, James. } equal.

First Year.

Armstrong, F. W. | Harvey, T. E.
Paul, F. J. | Porter, S. C.

French.

Third Year.

Wright, S. F.

Second Year.

Todd, E. W. | Barkley, William.

First Year.

Harvey, T. E. | Heron, A. G.

German.

Third Year.

Wright, S. F.

Second Year.

Connolly, A. W.

First Year.

Hawthorne, John.

MATHEMATICS.

Honour.

Miskelly, S. S. | Harvey, F. W.

Second Year.

Rice, James. | Gailey, T. A.
Johnstone, James.

First Year.

Harvey, T. E. | Stoops, W. A.

MATHEMATICAL PHYSICS.

Honour.

Miskelly, S. S.

Second Year.

Rice, James.

EXPERIMENTAL PHYSICS.

Honour.

Miskelly, S. S.

First Year.

[illegible] | Harvey, T. E.

MEDICAL.

Hamill, W. D. | Scott, J. B.

ENGINEERING.

Galway, J. C.

LOGIC.

Honour.

[illegible] | Purvis, W. L.

Logic.

White, W. G. | [illegible], J. A.
Leathem, W. H.

METAPHYSICS.

Simpson, R. T. | Oliver, John
Purvis, W. L. | Bostock, S. H.

CHEMISTRY.

Hamill, W. D. | Hunter, W. M.
Kennedy, A. E.

PRACTICAL CHEMISTRY.

[illegible] | Purvis, David
[illegible]
[illegible]

POLITICAL ECONOMY.

Wallace, J. S.

GEOLOGY.

Gailey, T. A.

ENGINEERING.

Third Year.

Sides, J. F.

Second Year.

Gailey, T. A.

First Year.

Galway, J. C.

ZOOLOGY.

Senior.

Rice, W. A.

Junior.

Adams, John. | Hamill, W. D.
Rowan, M. L., B.A.

SYSTEMATIC ANATOMY.

Senior.

Fleck, David.

Second Year.

M'Master, A. B.

First Year.

Graham, R. A. L. | Grills, G. H.

PRACTICAL ANATOMY.

Senior.

M'Cully, A. L. | Fleck, David.

Second Year.

M'Master, A. B. | Harbinson, G. C. R.

First Year.

Graham, R. A. L

PHYSIOLOGY AND HISTOLOGY.

Senior.

M'Cully, A. L. | Stewart, R. W. G.

Junior.

Megaw, J. W. D. | Brown, J. W.

PRACTICAL PHYSIOLOGY AND HISTOLOGY.

Hicks, G. A.
M'Cully, A. L. | Stewart, R. W. G.
Hanna, Henry, B.A.

MEDICINE.

Stewart, R. W. G.

SURGERY.

Second Year.

MacKeown, W. J., B.A. | Osborne, W. A.

First Year.

Johnstone, R. J., B.A. } equal.
Spiller, W. M. H. } | Beggs, S. T.

MATERIA MEDICA.

M'Dade, C. E., B.A. | [Doonan, J. A. C., Non-Matriculated.]

MIDWIFERY, GYNÆCOLOGY, AND DISEASES OF CHILDREN.

Senior Division.

Beggs, S. T.

Junior Division.

Osborne W A | Heron, F. T.

COMMON AND CRIMINAL LAW.

Hanna, Henry, B.A.

CIVIL LAW.

Walker, J. F., B.A., LL.B. | M'Cutcheon, R. R., B.A.

EQUITY AND BANKRUPTCY.

M'Cutcheon, R. R., B.A. | Walker, J. F., B.A., LL.B.

JURISPRUDENCE.

Arts Students.

Wallace, J. S. | Barkley, Matthew, B.A.

Law Students.

Morell, D. E., B.A., MUS.B.
Park, R. S. | Ellison, M. G., M.A.

LAW OF PROPERTY.

Ellison, M. G., M.A. } equal.
Park, R. S } equal.

SUMMER PRIZEMEN, 1894.

BOTANY.

Senior.

Hanna, Henry.

Junior.

Graham, R. A. L.
Brown, David. | M'Master, A. B.

PRACTICAL CHEMISTRY.

Craig, H. L.

MEDICAL JURISPRUDENCE.

Smyth, W. S
Beggs, S. T. | Osborne, W. A.

SYSTEMATIC PATHOLOGY.

Houston, Thomas, B.A.
Beggs, S. T. | Currell, Hugh.

PRACTICAL PATHOLOGY.

Cunningham, R. A. | Currell, Hugh.
Robertson, W. B., M.A. } equal.

PRACTICAL PHARMACY.

Stewart, J. H.

B.—DEGREES, DIPLOMAS, HONOURS, &c., obtained by STUDENTS of the COLLEGE at the EXAMINATIONS of the ROYAL UNIVERSITY OF IRELAND, IN 1894.

FACULTY OF ARTS.

Autumn, 1894.

Junior Fellowships.

IN MATHEMATICS.

Morton, William B., M.A.

IN MENTAL AND MORAL SCIENCE.

Woodburn, George, M.A.

M.A. DEGREE EXAMINATION.

HONOURS IN MENTAL SCIENCE.

Second Class.

O'Neill, Frederick W. S.

HONOURS IN EXPERIMENTAL SCIENCE.

First Class.

Donnan, Frederick G.

Pass.

Crawford, Alexander R.

Summer, 1894.

B.A. Degree Examination.

Pass.

Christy, John H.
Donaldson, John.
Gray, Robert S.
Greer, Robert T., B.E.
Jones, Thomas E.
Stewart, David.
Stewart, Pakenham T., B.E.
Watt, John W.
Wilson, William E.

Autumn, 1894.

B.A. Degree Examination.

Exhibitions.

First Class—£42 each.

Locke, George T.
M'Mullan, John J.
Magill, Robert.

Second Class—£21 each.

Buchanan, James L.
Miskelly, William.

Honours in Ancient Classics.

Second Class.

Buchanan, James L.
Miskelly, William.
Irwin, Alexander.
M'Cutcheon, Robert R.

Honours in Mental Science.

First Class.

Magill, Robert.

Honours in Logic, Metaphysics, History of Philosophy, and Political Economy.

Second Class.

Barkley, Matthew.

Honours in History, Political Economy, and Jurisprudence.

First Class.

M'Mullan, John J.

Second Class.

Megaw, Arthur S.

Honours in Mathematical Science.

First Class.

Locke, George T.

Honours in Mathematical Physics and Experimental Physics.

Second Class.

Robb, Alfred A.

HONOURS IN BIOLOGICAL SCIENCE.

Second Class.

Hanna, Henry.

Pass.

Anderson, Mary M.
Burnett, Annette W.
Dinsmore, Henry.
Horner, Jane.
Minford, John Y.
Morrow, William.
Whitaker, John M.

Summer, 1894.

SECOND UNIVERSITY EXAMINATION IN ARTS.

EXHIBITIONS AND HONOURS.

EXHIBITIONS.

First Class—£36 each.

M'Culla, James.
Miskelly, Samuel S.
Buchanan, Alexander C.

Second Class—£18 each.

Purvis, William J.

HONOURS IN LATIN.

First Class.

M'Culla, James

Second Class.

Buchanan, Alexander C.

HONOURS IN GREEK.

First Class.

M'Culla, James.
Buchanan, Alexander C.

HONOURS IN FRENCH.

Second Class.

Buchanan, Alexander C.

HONOURS IN GERMAN.

Second Class.

Wright, Stanley F.

HONOURS IN ENGLISH.

First Class.

Buchanan, Alexander C.
M'Culla, James.
Purvis, William J.
Wallace, John S.

Second Class.

Wright, Stanley F.

HONOURS IN LOGIC.

First Class.

Purvis, William J.

Second Class.

M'Culla, James.

HONOURS IN MATHEMATICS.

First Class.

Miskelly, Samuel S.

Second Class.

Quinn, James. | Purvis, William J.

HONOURS IN MATHEMATICAL PHYSICS.

First Class.

Miskelly, Samuel S.

Second Class.

Purvis, William J.

HONOURS IN EXPERIMENTAL PHYSICS.

First Class.

Miskelly, Samuel S.

Second Class.

Brown, John W.

HONOURS IN CHEMISTRY.

Second Class.

Brown, John W.

HONOURS IN BIOLOGY.

First Class.

Megaw, John W. D.

Pass.

Armour, Marianne L.
Barbour, John H.
Brown, John W.
Buchanan, Alexander C.
Cairns, John A. R.
Carlisle, John M'C.
Clements, William T.
Craig, James M.
Cully, James.
Curry, William.
Douglass, George.
Everett, Edith M.
Gailey, Thomas A.
Harvey, Frances.

Pass—con.

Heney, John.
Hogg, James A.
Hopkins, Samuel.
Little, James.
Louden, Thomas.
Lusk, William B.
M'Conachie, John H.
M'Culla, James.
M'Cullough, Alfred A.
M'Master, Herbert.
Mark, James.
Martin, Samuel H.
Megaw, John W. D.
Miskelly, Samuel S.
Montgomery, James S.
Morrison, Joseph.
Purvis, William J.
Quinn, James.
Rea, George W. D.
Reid, George R.
Reid, John.
Rice, William A.
Robb, John H.
Ross, Charles J.
Sides, John F.
Simpson, Robert T.
Wallace, John S.
Wilson, Robert H.
Wright, Stanley F.

Summer, 1894.

First University Examination in Arts.

Exhibitions and Honours.

Exhibitions.

First Class, £30 each.

Rice, James.

Second Class, £15 each.

Fullerton, Joseph A.
Leathem, William H.
M'Neill, William.
Todd, Ebenezer W.
Scott, James B.
Hilton, Robert.

Honours in Latin.

First Class.

Leathem, William H.

Second Class.

Hilton, Robert.
M'Neill, William.
Fullerton, Joseph A.

Honours in Greek.

First Class.

Leathem, William H.

Second Class.

Hilton, Robert.

Honours in English.

First Class.

M'Neill, William.
Crawford, Florence.
Leathem, William H.

Second Class.

Fullerton, Joseph A.
Dunn, Andrew.
Scott, James B.
Todd, Ebenezer W.

HONOURS IN FRENCH.

Second Class.

Crawford, Florence.

HONOURS IN MATHEMATICS.

First Class.

Rice, James.

Second Class

Fullerton, Joseph A.

HONOURS IN NATURAL PHILOSOPHY.

Second Class.

Fullerton, Joseph A. | Rice, James.

The following Candidates were also declared qualified to compete for Honours, but some of them did not present themselves for the Oral Examination.

LATIN.

Scott, James B. | Todd, Ebenezer W.

GREEK.

Rice, James.

FRENCH.

Crawford, Florence. | Todd, Ebenezer W.

ENGLISH.

Rice, James.

NATURAL PHILOSOPHY.

Leathem, William H.

Pass.

Barkley, William.
Beatty, Martyn W.
Bell, Henry C.
Black, John A.
Clements, John E.
Connolly, Alexander W.
Crawford, Florence.
Dewar, David.
Dunn, Andrew.
Fullerton, Joseph A.
Hilton, Robert.
Leathem, William H.
McKinney, William K.
McLernon, William K.
McMullen, William R.
McNeill, William.
McPherson, Joseph C.
Rice, James.
Scott, James B.
Todd, Ebenezer W.
Watson, John F.

Autumn, 1894.

FIRST UNIVERSITY EXAMINATION IN ARTS.

Pass.

Mathewson, Robert. | Park, Samuel.

FACULTY OF LAW.

LL.D DEGREE EXAMINATION.

Henry, James.

LL.B. DEGREE EXAMINATION.

Pass.

Thomson, Thomas H.

FIRST EXAMINATION IN LAW.

EXHIBITIONS.

First Class, £20.

Morell, David E., B. MUS.

HONOURS.

First Class.

Morell, David E., B. MUS.

Pass.

O'Kane, William M'K.

FACULTY OF MEDICINE.

Spring, 1894.

MEDICAL DEGREES EXAMINATION (M.B., B.CH., B.A.O.)

EXHIBITION.

Second Class, £25.

Thompson, William D. T.

HONOURS.

Second Class.

Thompson, William D. T.

Upper Pass Division.

Maguire, William J., B.A. | Rice, John D.

Pass Division.

Adams, James C. | Morrow, John.
Arnold, Wilberforce J. J., B.A. | Neill, Harriette R.
Farrington, Walter. | Park, Alexander.
M'Kendry, Thomas T., B.A. | Rusk, John, B.A.
Magowan, Samuel M. | Wallace, John J.

Autumn, 1894.

MEDICAL DEGREES EXAMINATION (M.B., B.Ch., B.A.O.

EXHIBITION.

Second Class—£25.

Watt, Robert.

HONOURS.

Second Class.

Watt, Robert.

Upper Pass Division.

Niblock, William J.

Pass Division.

Caldwell, Alfred G.
Clokey, John G.
Cunningham, James.
Graham, James.
Lake, Thomas D.
Montgomery, Sydney H. E.
Thompson, John R., B.A.

Spring, 1894

THIRD EXAMINATION IN MEDICINE.

Upper Pass Division.

Beggs, Samuel T.

Pass Division.

Boyd, John M.A., B.A.
Burns, Alexander
Cunningham, Robert A.
Floyd, Samuel F.
Heron, Francis T.
M'Williams, William A.
Matson, Joseph
Smyth, Walter S.
Spiller, William M. H.
Stitt, William J.
Trimble, Andrew

Autumn, 1894

THIRD EXAMINATION IN MEDICINE.

Upper Pass Division.

Kenny, Thomas J., B.A.
Mac Keown, William J., B.A.
Osborne, William A.
Turkington, Humphreys

Pass Division.

Clarke, Robert M.
Elliott, George.
Gorman, Edward S.
Henry, David.
Johnstone, Robert J., B.A.
Liddle, Edward J.
Liddle, George M. B.
Moore, William W., B.A.
Ritchie, Hugh J.
Scott, George.

Spring, 1894.

SECOND EXAMINATION IN MEDICINE.

Pass Division.

Calwell, William.
Fulton, Frederick.
Johnston, John.
Johnstone, Robert J.
Kelly, Robert G.
Kirkwood, Edward A.
Mewhirter, William H. W.
Morrow, Ringland.
Shannon, William J., B.A.
Wilson, William J.

Autumn, 1894.

SECOND EXAMINATION IN MEDICINE.

Upper Pass Division.

M'Cutcheon, Oliver E., B.A.
M'Lean, Robert R.
Montgomery, Alexander.

Pass Division.

Cousins, William J.
Finnegan, David.
Gillespie, John R., B.A.
Harvey, Joseph
Hicks, George A.
Johnston, Andrew.
Jordan, William G.
Lennon, John.
M'Comb, John H.
M'Dade, Charles E., B.A.
M'Kee, Frederick C.
M'Sherry, Maurice.
Moag, James H.
Moneypeny, Hiram J.
Officer, Robinson.
Porter, William.
Ritchie, James.
Stewart, James H.
Stewart, Robert W. G
Trelfall, Richard B.

Summer, 1894.

FIRST EXAMINATION IN MEDICINE.

HONOURS IN CHEMISTRY.

Second Class.

Brown, John W.

HONOURS IN EXPERIMENTAL PHYSICS.

First Class.

Megaw, John W. D.
Brown, John W.

Pass.

Brown, David.
Brown, John Walter.
Graham, Robert A. L.
Jefferson, George.
Kerr, Robert.
Knight, Alexander E.
M'Gahey, Kennedy.
M'Master, Arthur B.
Megaw, John W. D.
Praeger, Owen M.
Steen, Robert.
Tate, Isabel A.
Walshe, Stephen H. E.
Whyte, Robert.

Autumn, 1894.

FIRST EXAMINATION IN MEDICINE.

Pass.

Barbour, John H.
Beatty, William R.
Crawford, Arthur W.
Donnelly, Hugh.
Grills, Galbraith H.
M'Master, Herbert.
Martin, Joseph.
Rice, William A.

Summer, 1894

SCHOOL OF ENGINEERING.

FIRST PROFESSIONAL EXAMINATION IN ENGINEERING

EXHIBITION

First Class—£30.

Gailey, Thomas A.

HONOURS.

First Class.

Gailey, Thomas A.

SECOND PROFESSIONAL EXAMINATION IN ENGINEERING.

EXHIBITION.

First Class, £36.

Sides, John F.

HONOURS.

First Class.

Sides, John F.

P. E. DEGREE EXAMINATION

Pass.

Boyd, Andrew
Megaw, David
Myers, James J., B.A.

TABLE VIII.—STUDENTS OF THE COLLEGE WHO HAVE GAINED STUDENTSHIPS, SCHOLARSHIPS, EXHIBITIONS, OR PRIZES IN THE ROYAL UNIVERSITY OF IRELAND, SINCE ITS ESTABLISHMENT.

The names of those who were disqualified by University standing, or age, are printed in *Italics*.

UNIVERSITY STUDENTSHIPS.

Tate, James, in Mathematics, 1883, £100 for five years.
M'Quitty, W. B., in Experimental Science, 1884, £100 for five years.
FitzHenry, W. A., in Mental and Moral Science, 1885, £100 for five years.
Boyd, Andrew, in Civil and Constitutional History, Jurisprudence, and Political Philosophy, 1886, £100 for five years.
Orr, W. McFadden, in Mathematics, 1887, £100 for five years.
Rowan, W. H., in Classics, 1889, £100 for three years.
Woodburn, George, in Mental and Moral Science, 1889, £100 for three years.
Montgomery, Robert, in Classics, 1891, £100 for three years.
Haslett, Thomas, in Mental and Moral Science, 1891, £100 for three years.
Morton, W. B., in Mathematical Science, 1892, £100 for three years.
Moore, Benjamin, in Experimental Science, 1892, £100 for three years.
M'Elderry, Robert K., in Classics, 1893, £100 for three years.
Cochrane, John, in History and Political Science, 1893, £100 for three years.
Donnan, Frederick G., in Experimental Science, 1894, £100 for three years.

UNIVERSITY SCHOLARSHIPS.

Orr, W. M'F., in Mathematics, 1883, £50 for three years.
Johnson, W. S., in Classics, 1884, £50 for three years.
Alexander, J. J., in Mathematics, 1884, £50 for three years.
Everett, Alice, in Mathematics, 1885, £50 for three years.
Porter, W. H., in Classics, 1886, £50 for three years.
Haslett, W. W., in Classics, 1886, £50 for three years.
Williamson, W. H., in Mathematics, 1886, £50 for three years.
Major, H. W., in Mathematics, 1886, £50 for three years.

DR. HENRY HUTCHINSON STEWART SCHOLARSHIP.

Wilson, Mary, in Arts, 1886.
Baxter, J. S., in Arts, 1890.
Woods, W. J., in Medicine, 1890.
Chapman, Agnes H., in Arts, 1892.

AT M.A. EXAMINATION.

Louden, James, a Gold Medal, 1884.
Boyd, Andrew, a Special Prize, 1885, £20.
FitzHenry, W. A., a Gold Medal, 1885.
M'Quitty, W. B., a Special Prize, 1885, £20.
Hunter, James, a Special Prize, 1886, £50.
Orr, W. McF., a Gold Medal, 1887.
Campbell, J. E., a Special Prize, 1887, £50.
Woodburn, George, a Gold Medal, 1889.
Witherow, J. M., a Special Prize, 1891, £50.
Haslett, W. W., Special Prize, 1892, £50.
Heron, Richard C., Special Prize, 1893, £40.

AT B.A. EXAMINATION.

Harrison, Thomas,	First Class Exhibition,	1882,	—	
Johnston, John,	,,	,,	,,	£50.
Jones, R. M.,	,,	,,	,,	£50.
M'Vicker, J. W.,	,,	,,	,,	£50.
Campbell, J. E.,	,,	,,	1883.	£50.
Darbishire, H. D.,	,,	,,	,,	£50.
Hunter, James,	,,	,,	,,	£50.

AT B.A. EXAMINATION—*con.*

Louden, James,	First Class Exhibition,	1883,	£50.
Campbell, John,	Second Class ..	..	£25.
Chambers, Joseph.	..	..	—
Boyd, Andrew,	First Class ..	1884,	£50.
Boyd, R. W.,	.. ..	..	—
FitzHenry, W. A.,	.. ..	..	£50.
M'Quitty, W. B.	.. ..	..	£50.
Glass, Thomas,	Second Class ..	..	—
Henderson, Robert,	.. ..	..	£25.
Killen, W. M.,	.. ..	..	£25.
M'Anlis, Thomas,	.. ..	..	£25.
Russell, W. A.,	.. ..	..	£25.
Cousins, David,	First Class ..	1885,	—
Orr, W. M'F.,	.. ..	..	£50.
Orr, W. M'F.,	Special Prize,	..	£50
Rea, J. C.,	First Class Exhibition,	..	—
Russell, William,	.. ..	..	£50
Stewart, Thomas,	.. ..	..	£50
Vance, John,	.. ..	..	£50
Cromie, E. S.,	Second Class ..	..	£25
Dill, A. H.,	.. ..	..	—
Donald, R. J. F.,	.. ..	..	—
Fitzsimons, J. H.,	.. ..	..	£25
M'Neill, Robert,	.. ..	..	£25
Priestley, James,	.. ..	..	£25.
Alexander, J. J.,	First Class ..	1886,	£50.
Dunn, William,	.. ..	..	£50
Johnson, W. S.,	.. ..	..	£50.
Wheeler, G. H.,	.. ..	..	£50.
Jamison, Daniel	Second Class ..	..	£25
Montgomery, Robert,	.. ..	..	—
Rowan, W. H.,	First Class ..	1887,	£50.
Brown, R. K.,	Second Class ..	..	—
Bigwood, J. A.,	.. ..	..	£25.
Campbell, Robert,	.. ..	..	£25.
Henderson, William,	.. ..	..	£25.
Kingsley, F. R.,	.. ..	..	—
Macdonald, James,	.. ..	..	—
Scaife, James,	.. ..	..	—
Wilson, Mary,	.. ..	..	£25.
Allison, W. M. B.,	First Class ..	1888,	£50
Hewlett, W. W.,	.. ..	..	£50
Stewart, J. A.,	.. ..	..	£50
Woodburn, George,	.. ..	..	£50
Adams, J. J.,	Second Class ..	..	£25
Jackson, Maud S.,	.. ..	..	—
Montgomery, Robert,	.. ..	..	£25.
Semple, John,	.. ..	..	—
Williamson, W. H.,	.. ..	..	£25
Archer, J. H.,	First Class ..	1889,	£42
Entwisle, Sara,	.. ..	..	—
Hazlett, Thomas,	.. ..	..	£42.
Kirk, T. S.,	.. ..	..	£42.
Morton, W. B.,	.. ..	..	£42
Witherow, J. M.,	.. ..	..	£42
Wood, Jessie,	.. ..	..	—
Cotter, W. E. P.,	Second Class ..	..	£21
Leathem, R. R. L.,	.. ..	..	£21
Hanna, William,	First Class ..	1890,	£42
Heron, R. C.,	.. ..	..	£42
Cochrane, John,	Second Class ..	..	£21
Lee, James,	.. ..	..	£21.

AT B.A. EXAMINATION—*con.*

M'Kee, R. B.,	Second Class Exhibition,	1890,	—
Moore, Benjamin,	,, ,,	,,	£21.
Walker, James,	,, ,,	,,	£21.
Wylie, John,	,, ,,	,,	—
Leathem, John G.,	First Class ,,	1891,	£42.
M'Elderry, R. K.,	,, ,,	,,	£42.
Baxter, J. S.,	Second Class ,,	,,	£21.
Bradshaw, J. M.,	,, ,,	,,	£21.
Heron, James, B.,	B.E., ,,	,,	—
Ashmore, R. H.,	First Class ,,	1892,	£42.
Donnan, F. G.,	,, ,,	,,	£42.
Houston, W. A.,	,, ,,	,,	£42.
Gillespie, J. T.,	Second Class ,,	,,	£21.
Morell, D. E.,	,, ,,	,,	£21.
O Neill, F. W. S.,	,, ,,	,,	£21.
Chapman, Agnes S.,	First Class ,,	1893,	£42.
Gillespie, John R.,	,, ,,	,,	£42.
Hanna, Henry,	,, ,,	,,	£42.
Henry, Robert M.,	,, ,,	,,	£42.
Rodgers, William,	,, ,,	,,	£42.
Johnstone, Robt. J.,	Second Class ,,	,,	£21.
Martin, Thomas,	,, ,,	,,	£21.
Sayers, Wilhelma J.,	,, ,,	,,	£21.
Locke, George T.,	First Class, ,,	1894,	£42.
M'Mullan, John J.,	,, ,,	,,	£42.
Magill, Robert,	,, ,,	,,	£42.
Buchanan, James L.,	Second Class, ,,	,,	£21.
Miskelly, William,	,, ,,	,,	£21.

AT SECOND ARTS EXAMINATION.

Russell, W. A.,	First Class Exhibition,	1882,	£40.
Darbishire, H. D.,	Second Class ,,	,,	£20.
Hunter, James,	,, ,,	,,	£20.
Campbell, J. E.,	,, ,,	,,	£20.
Lennox, M. E. M.,	First Class ,,	1883,	£40.
Donald, R. J. F.,	Second Class ,,	,,	£20.
Rea, J. C.,	,, ,,	,,	—
Orr, W. M'F.,	First Class ,,	1884,	£40.
M'Neill, Robert,	,, ,,	,,	£40.
Cromie, E. S.,	Second Class ,,	,,	£20.
Anderson, Alice M.,	,, ,,	,,	£20.
Haslett, Annie W.,	,, ,,	,,	£20.
Priestley, James,	,, ,,	,,	£20.
Johnson, W. S.,	First Class ,,	1885,	£40.
Wheeler, G. H.,	Second Class ,,	,,	£20.
Brown, G. W.,	,, ,,	,,	£20.
Macdonnell, A. J. P.,	,, ,,	,,	£20.
Irwin, William,	,, ,,	,,	£20.
Dick, J. S.,	,, ,,	,,	£20.
Rowan, W. H.,	First Class ,,	1886,	£40.
Luke, E. H.,	,, ,,	,,	£40.
Montgomery, Robert,	,, ,,	,,	£40.
Steen, D. M.	,, ,,	,,	£40.
Semple, John,	Second Class ,,	,,	—
Campbell, Robert,	,, ,,	,,	£20.
Everett, Alice,	,, ,,	,,	£20.
Pedlow, T. B.,	,, ,,	,,	£20.
Wylie, John,	,, ,,	,,	£20.
Jamison, Alexander,	,, ,,	,,	£20.
Haslett, W. W.,	First Class ,,	1887,	£40.
Stewart, J. A.,	,, ,,	,,	£40.

AT SECOND ARTS EXAMINATION—*con.*

Cotter, W. E. P.,	Second Class Exhibition,	1887,	£20.
Williamson, W. H.,	,, ,,	,,	£20.
Hamill, James,	,, ,,	,,	£20.
Morton, W. B.,	First Class ,,	1888,	£40.
Archer, J. H.,	,, ,,	,,	£40.
Lee, James,	,, ,,	,,	£40.
Megaw, R. D.,	Second Class, ,,	,,	£20.
Dickie, A. A.,	,, ,,	,,	£20.
Edmonstone, Sara,	,, ,,	,,	—
Bradshaw, J. M.,	First Class ,,	1889,	£36.
Moore, Benjamin,	Second Class ,,	,,	£18.
Walker, James,	,, ,,	,,	£18.
M'Cracken, W. J.,	,, ,,	,,	£18.
Heron, R. C.,	,, ,,	,,	£18.
Donald, A. L.,	,, ,,	,,	£18.
Houston, Thomas,	,, ,,	,,	£18.
Leathem, J. G.,	First Class ,,	1890,	£36.
Gillespie, J. T.,	,, ,,	,,	£36.
M'Elderry, W. K.,	,, ,,	,,	£36.
Baxter, J. S.,	,, ,,	,,	£36.
Toye, Thomas,	Second Class ,,	,,	£18.
Gillespie, Samuel,	,, ,,	,,	£18.
Megaw, David,	,, ..	..	£18.
Fullerton, W. A.,	.. ..	..	£18.
Wilson, W. A.,	.. ..	,,	£18.
Denman, F. G.,	First Class ..	1891,	£36.
Ashmore, R. H.,	.. ,,	,,	£36.
Houston, W. A.,	.. ..	..	£36.
M'Kitrick, Alex.,	Second Class ,,	..	£18.
Porter, John A.,	.. ..	..	£18.
Rowan, M. L.,	..		£18.
Gillespie, J. R.,	First Class Exhibition,	1892,	£36.
Rodgers, William,	.. ..	,,	£36.
Crawford, W. M.,	..	..	£36.
M'Cutcheon, R. R.,	Second Class	..	£18.
Reid, D. D.,	.. ..	..	£18.
Pyper, John,	.. ..	..	£18.
Henry, R. M.,	..	..	£18.
Locke, George T.,	First Class .	1893,	£36.
Boas, Walter P.,	.. ..	..	£36.
Miskelly, William,	.. ..	..	£36.
Buchanan, James L.,	Second Class	..	£18.
Mitford, John Y.,	.. ..	..	£18.
M'Cuaig, James,	First Class ..	1894,	£36.
Miskelly, Samuel S.,	.. ..	..	£36.
Buchanan, Alexander C.,	,, ,,	,,	£36.
Purvis, William J.,	Second Class ,,	,,	£18.

AT FIRST UNIVERSITY EXAMINATION.

Gorman, W. T.,	Second Class Exhibition,	1882,	£15.
Keane, A. T.,	,, ,,	,,	£15.
M'Neill, Robert,	First Class ,,	1883,	£30.
Orr, W. M'F.,	,, ,,	,,	£30.
Crossle, E. S.,	Second Class ,,	,,	£15.
Anderson, Alice M.,	,, ,,	,,	£15.
Brown, G. W.,	First Class ,,	1884,	£30.
Wheeler, G. H.,	Second Class ,,	,,	£15.
Morton, Hamilton,	,, ,,	,,	£15.
Alexander, J. J.,	,, ,,	..	£15.
Irwin, William,	,, ,,	,,	£15.
Dick, J. S.,	,, ,,	,,	£15.
Semple, John,	First Class Exhibition,	1885,	—

AT FIRST UNIVERSITY EXAMINATION—*con.*

Everett, Alice,	First Class Exhibition,	1885,	£30.
Montgomery, Robert,	,, ,,	,,	£30
Rowan, W. H.,	,, ,,	,,	£30.
Luke, E. H.,	,, ,,	,,	£30.
Campbell, Robert,	Second Class ,,	,,	£15.
Pedlow, T. B.,	,, ,,	,,	£15.
Hamill, James,	,, ,,	,,	£15.
Jamison, Alexander,	,, ,,	,,	£15.
Haslett, W. W.,	First Class ,,	1886,	£30.
Williamson, W. H.,	,, ,,	,,	£30.
Cotter, W. E. P.,	Second Class ,,	,,	£15
Allison, W. M. B.,	,, ,,	,,	£15.
Stewart, J. A.,	,, ,,	,,	£15.
Morton, W. B.,	First Class ,,	1887,	£30.
Archer, J. H.,	,, ,,	,,	£30.
Lee, James,	,, ,,	,,	£30.
Dickie, A. A.,	Second Class ,,	,,	£15.
Megaw, R. D.,	,, ,,	,,	£15.
Donald, A. L.,	,, ,,	,,	£15.
Heron, R. C.,	First Class ,,	1888,	£30.
Bradshaw, J. M.,	,, ,,	,,	£30.
Woods, W. J.,	Second Class ,,	,,	£15.
Cochrane, John,	,, ,,	,,	£15.
M'Cracken, W. J.,	,, ,,	,,	£15.
Leathem, J. G.,	First Class ,,	1889,	£30.
Gillespie, J. T.,	,, ,,	,,	£30.
M'Elderry, R. K.,	,, ,,	,,	£30.
Fullerton, W. A.,	,, ,,	,,	£30.
Baxter, J. S.,	,, ,,	,,	£30.
Megaw, David,	Second Class ,,	,,	£15.
Marjoribanks, N. E.,	,, ,,	,,	£15.
Gillespie, Samuel,	,, ,,	,,	£15.
Donnan, F. G.,	First Class ,,	1890,	£30.
Houston, W. A.,	,, ,,	,,	£30.
Ashmore, R. H.,	,, ,,	,,	£30.
M'Kitrick, Alexander,	,, ,,	,,	£30.
Porter, J. A.,	Second Class ,,	,,	£18.
M'Cutcheon, O. E.,	,, ,,	,,	£18.
M'Mullan, Frederick,	,, ,,	,,	£18.
Bingham, R. W.,	,, ,,	,,	£18.
Mercier, D. P.,	,, ,,	,,	£18.
Rowan, M. L.,	,, ,,	,,	£18.
Gillespie, J. R.,	First Class ,,	1891,	£30.
Pyper, John,	,, ,,	,,	£30.
Woodburn, J. B.,	,, ,,	,,	£30
M'Cutcheon, R. R.,	Second Class ,,	,,	£15.
Johnstone, R. J.,	,, ,,	,,	£15.
Clements, Mary E.,	,, ,,	,,	£15
Boas, W. P.,	First Class ,,	1892,	£30.
Locke, G. T.,	,, ,,	,,	£30.
Harvey, F. W.,	,, ,,	,,	£30.
Adams, John,	,, ,,	,,	£30.
M'Culla, James,	,, ,,	,,	£30.
Miskelly, William,	,, ,,	,,	£30.
Buchanan, J. L.,	Second Class ,,	,,	£15.
Minford, J. G.,	,, ,,	,,	£15.
Clements, W. T.,	,, ,,	,,	£15.
Miskelly, Samuel S.,	First Class ,,	1893,	£30.
Purvis, William J.,	Second Class ,,	,,	£15.
Buchanan, Alexander C.,	,, ,,	,,	£15.
Megaw, John W. D.,	,, ,,	,,	£15.
Atkinson, George C.,	,, ,,	,,	£15.

AT FIRST UNIVERSITY EXAMINATION—*con.*

Brown, John W., Second Class Exhibition, 1893, £15.
Rice, James, First Class ,, 1894, £30.
Fullerton, Joseph A., Second Class ,, ,, £15.
Leathem, William H., ,, ,, ,, £15.
M'Neill, William, ,, ,, ,, £15.
Todd, Ebenezer W., ,, ,, ,, £15.
Scott, James B., ,, ,, ,, £15.
Hilton, Robert, ,, ,, ,, £15.

AT LL.B. EXAMINATION.

Strahan, J. A., A Prize, 1882, £50.
Corr, W. R., ,, ,, £25.
Watts, W. N., ,, 1883, £25.
Hamilton, A. B., ,, 1884, £50.
Nelson, T. E., ,, ,, £25.
Harrison, Thomas, ,, 1885, £50.
Forbes, John, ,, ,, £25.
Turnbull, M. H., ,, 1886, £25.
Gibson, T. H., ,, 1889, £21.
Johnston, Wm. J. A., ,, 1891, £21.
Megaw, R. D., First Class Prize, 1892, £42.
M'Cormick, J. W., Second Class Prize, ,, £21.
Archer, James H., Second Class Exhibition, 1893, £21.

FIRST EXAMINATION IN LAW.

Megaw, R D., M.A., A Prize, 1891, £20.
Morell, David E., B. MUS., First Class Exhibition, 1895, £20

AT MEDICAL DEGREES EXAMINATION.

Haslett, R. W., Second Class Exhibition, 1889.
Campbell, Robert, Second Class Exhibition, £25.

AT M.B. EXAMINATION.

White, William, Second Class Exhibition, 1884, —
Grainger, Thomas, ,, ,, ,, £25.
Redfern, J. J., First Class, ,, 1885, £50.
Thomson, G. S., Second Class ,, 1886, £25.
Mackisack, H. L., ,, ,, 1887, £25.
Fullerton, Andrew, First Class ,, 1890, £40.
Woods, Wm. J., Second Class ,, 1893, £25.
Thompson, Wm. D. T., ,, ,, 1894, £25.
Watt, Robert, ,, ,, ,, £25.

AT M.CH. EXAMINATION.

Cowden, W. J., M.D., Special Prize, 1885, £20.

AT M.A.O. EXAMINATION.

Redfern, J. J., Special Prize, 1885, £20.

AT THIRD EXAMINATION IN MEDICINE.

Hall, J. M., First Class Exhibition, 1888, —
Griffith, P. G., Second Class ,, 1889, —
Fullerton, Andrew, ,, ,, ,, £20.
Woods, W. J., First Class ,, 1891, £30.
Jamison, Alexander, M.A., Second Class Exhibition, 1891, £20.
Leathem, R. R. L., B.A., ,, ,, 1891, £20.
M'Keown, R. J., Second Class Exhibition, 1892, £20.
Watt, Robert, ,, ,, ,, £20
Craig, James A., First Class ,, 1893, £30

AT SECOND EXAMINATION IN MEDICINE.

Chambers, James,	First Class Exhibition,	1882,	—
Grainger, Thomas,	Second Class ,,	,,	£20.
M'Quitty, W. B.,	First Class ,,	1883,	£40.
Buchanan, Andrew,	Second Class ,,	,,	£20.
Woods, E. M'N.,	,, ,,	1884,	£20.
Weatherup, William,	,, ,,	1885,	£20.
Hall, J. M.,	First Class ,,	1886,	—
Fullerton, Andrew,	Second Class ,,	1888,	£15.
Robertson, W. B.,	,, ,,	1890,	£15.
Jamison, Alex., M.A.,	,, ,,	,,	£15.
Woods, W. J.,	First Class ,,	,,	£25.
Craig, J. A.,	Second Class ,,	1892,	£15.
MacKeown, Wm. J.,	First Class ,,	1893,	£25.
Beggs, Samuel T.,	Second Class ,,	,,	£15.

AT FIRST EXAMINATION IN MEDICINE.

Haslett, R. W.,	First Class Exhibition,	1884,	£30.
Smiley, D. C.,	Second Class ,,	,,	£15.
Morton, Hamilton,	First Class ,,	1885,	£30.
Wilson, Robert,	Second Class ,,	,,	£15.
Robertson, W. B.,	First Class ,,	1888,	£20.
Moore, Benjamin,	,, ,,	1890,	—
Houston Thomas,	,, ,,	1891,	—
Osborne, W. A.,	,, ,,	1892,	£20.
Johnstone, R. J.,	Second Class ,,	,,	£10.
Hanna, Henry,	First Class ,,	1893,	£20.
Scott, John,	Second Class ,,	,,	£10.

AT B.E. EXAMINATION.

Burden, A. M.,	First Class Exhibition,	1885,	£50.
Heron, James,	A Prize,	,,	£20.
Graham, John,	Second Class Exhibition,	1887,	£25.
Phillips, J. St. J.,	,, ,,	1890,	£21.

AT SECOND EXAMINATION IN ENGINEERING.

Tate, C. L.,	First Class Exhibition,	1884,	£20 Prize.
Burden, A. M.,	,, ,,	,,	£40.
Heron, James,	Second Class ,,	,,	£20.
Anderson, J. T. N.,	,, ,,	1885,	£20.
Graham, John,	,, ,,	1886,	£20.
Greer, R. T.,	,, ,,	1891,	£18.
Sides, John F.,	First Class ,,	1894,	£36.

AT FIRST EXAMINATION IN ENGINEERING.

Burden, A. M.,	First Class Exhibition,	1883,	£30.
Heron, James,	Second Class ,,	,,	£15.
Anderson, J. T. N.,	,, ,,	1884,	£15.
Graham, John,	,, ,,	1885,	£15.
Moore, Benjamin,	,, ,,	1888,	£15.
Megaw, David,	,, ,,	1892,	—
Sides, John F.,	,, ,,	1893,	£15.
Gailey, Thomas A.,	First Class, ,,	1894,	£30.

AT MATRICULATION EXAMINATION.

Barnett, R. W.,	Second Class Exhibition,	1881,	£12.
Gorman, W. T.,	,, ,,	,,	£12.
Johnston, William,	,, ,,	,,	£12
Johnson, W. S.,	First Class ,,	1883,	£24.
Rowan, W. H.,	,, ,,	1884,	£24.
Everett, Alice,	,, ,,	,,	£24.

TABLE IX.—List of Sundry Students of the COLLEGE who have since 1st January, 1881, obtained distinctions in Universities other than the Royal University of IRELAND.

The date immediately following each name is that of the last Session in which the name of the Student appeared on the Roll of the College.

ECCLES, JOHN, M.A. (1876–77).

1881. Wranglership, 14th place in the Mathematical Tripos, University of Cambridge.

NEWSOME, J. C., M.A. (1876–77).

1884. Scholarship (Classical), Trinity College, Dublin.

1887. Classical Studentship, Trinity College, Dublin.

CHARLES, R. H., M.A. (1877–78).

1881. Senior Moderatorship in Classics, and Junior Moderatorship in Ethics and Logics, University of Dublin.

CORRY, T. H., M.A. (1877–78).

1881. Scholarship, Gonville and Caius College, Cambridge.

JOHNSTON, W. J., M.A. (1877–78).

1883. Senior Moderatorship in Mathematics and Physics, University of Dublin.

WRIGHT, A. E., B.A. (1877–78).

1882. Senior Moderatorship in Modern Literature, University of Dublin.

KNOWLES, T. T., M.A. (1878–79).

1882. Wranglership, 19th place in Mathematical Tripos, University of Cambridge.

SEAVER, RICHARD, M.A. (1879–80).

1881. Scholarship (Classical), University of Dublin.

1883. Senior Moderatorship in Ethics and Logics, and Junior Moderatorship in Classics, University of Dublin.

REID, J. S., B.A. (1880–81).

1882. Foundation Scholarship, Lincoln College, Oxford.

M'FARLAND, R. A. H., M.A. (1880–81).

1882. Scholarship, Gonville and Caius College, Cambridge.

1883. Wranglership, 9th place in Mathematical Tripos, University of Cambridge.

" Exhibition, Gonville and Caius College, Cambridge.

SEMPLE, R. H., M.A. (1880–81).

1881. Sizarship, St. John's College, Cambridge.

" Exhibition, Goldsmith Company, University of Cambridge.

" Exhibition at First B.A. Examination in Mathematics, University of London.

ANDERSON, W. C. F., M.A. (1881–82).

1882. Foundation Scholarship, University of Durham.
,, Newby Scholarship, University of Durham.
1883. First Year Scholarship, University of Durham.
,, University Classical Scholarship, University of Durham.
1884. Gabbet Prize for Essay on Moral Philosophy, University of Durham.
Adam de Browne Exhibition for two years—may be extended to five years, Oriel College, Oxford.
1885. Second Class in Classical Moderations, University of Oxford.
1887. Second Class in Final Classical School, University of Oxford.

LARMOR, ALEXANDER, M.A. (1881–82).

1881. First Entrance Scholarship in Mathematics, Clare College, Cambridge.
1882. Foundation Scholarship, Clare College, Cambridge.
1884. Wranglership, 11th place in Mathematical Tripos, University of Cambridge.
1885. Berkeley Fellowship, Owen's College, Manchester.
Fellowship, Clare College, Cambridge.

CAMPBELL, ALBERT (1882–83).

1884. Foundation Scholarship, Corpus Christi College, Cambridge.
1885. First Senior Optime, University of Cambridge.

M'VICKER, J. W., B.A. (1882–83).

1883. Scholarship in Mathematics, Worcester College, Oxford.

STEWART, D. A., M.A. (1882–83).

1881. First Mathematical Scholarship, Caius College, Cambridge.
1883. Foundation Scholarship, Caius College, Cambridge.
,, Mathematical University Scholarship open to Graduates, University of London.
,, Goldsmith Exhibition, conferred by the Company of Goldsmiths on a Cambridge Student, University of Cambridge.

RUSSELL, W. A., B.A. (1883–84).

1883. Exhibition, St. John's College, Cambridge.
,, Sizarship, St. John's College, Cambridge.
1885. Goldsmith Exhibition, conferred by the Company of Goldsmiths on a Cambridge Student, University of Cambridge.
1886. Honours in Classical Tripos, University of Cambridge.

CAMPBELL, J. E., M.A. (1883–84).

1883. Mathematical Scholarship for five years, Hertford College, Oxford.
1885. Junior University Mathematical Scholarship, and first class in Mathematical Moderations, University of Oxford.
1887. First Class in Final Mathematical School, University of Oxford.
1887. Fellowship, Hertford College, Oxford.
1888. Senior Mathematical Scholarship, University of Oxford.

DARBISHIRE, H. D., B.A. (1883–84).

1883. Sizarship, St. John's College, Cambridge.
1885. Honours in Classical Tripos, University of Cambridge.
1888. Foundation Scholarship, St. John's College, Cambridge.
1889. M'Mahon Law Scholarship, St. John's College, Cambridge.
1892. Fellowship, St. John's College, Cambridge.

BARNETT, R. W. (1881–82).

1885. Third Class in Classical Moderations, University of Oxford.
1887. Second Class in Jurisprudence, University of Oxford.

ORR, W. M'F., M.A. (1884–85).

1884. Foundation Scholarship, St. John's College, Cambridge.
1886. Exhibition in St. John's College, Cambridge, as first in Mathematics in first year.
1888. Senior Wrangler in Mathematical Tripos, University of Cambridge.
1889. First Class in Mathematical Tripos, Part II.

TATE, JAMES, M.A. (1883–84).

1885. Sixteenth Wrangler, University of Cambridge.
1886. Foundation Scholarship, St. John's College, Cambridge.

STEEDE, H. B. (1885–86).

1886. Science Scholarship, Trinity College, Dublin.
1887. Mathematical Studentship, Trinity College, Dublin.
1889. Bishop Law Mathematical Premium, Trinity College, Dublin.

PORTER, W. H. (1885–86).

1887. Scholarship, Lincoln College, Oxford.
1888. Goldsmith Exhibition, University of Oxford.
1889. Second Class in Classical Moderations, Oxford.
1893. Chancellor's Prize for English Prose Essay.

GREGG, JAMES (1880–81).

1888. First Science Scholarship, Trinity College, Dublin.

LUKE, E. H., B.A. (1886–87).

1888. Classical Scholarship, Trinity College, Dublin.

MAJOR, H. W. (1887–88).

1888. First Entrance Scholarship in Mathematics, Queen's College, Cambridge.
1889. Foundation Scholarship in Mathematics, Queen's College, Cambridge.
1891. Second Class Honours in Mathematical Tripos, University of Cambridge.

M'BRIDE, E. W. (1887–88).

1888. Entrance Exhibition, St. John's College, Cambridge.
1889. Exhibition in Natural Science at Summer Examinations, St. John's College, Cambridge.
1890. B.Sc. with First Class Honours and Exhibition in Natural Science, University of London.
" First Class Honours at Natural Science Tripos, Part I., University of Cambridge.
" Foundation Scholarship, St. John's College, Cambridge.

M'Bride, E. W. (1887–88)—*continued.*

1891. First Class Honours in Natural Science Tripos, Part II. University of Cambridge.
„ Hughes Prize, St. John's College, Cambridge.
1892. Appointed Demonstrator in Natural Science at University of Cambridge.
1893. Elected Fellow of St. John's College, Cambridge.
„ The Walsingham Medal for original work in Natural Science.

Haslett, W. W., B.A. (1888–89).

1888. Entrance Exhibition, St. John's College, Cambridge.
1890. Foundation Scholarship, St. John's College, Cambridge.
1891. First Class Honours in Classical Tripos, Part I., University of Cambridge.
1892. First Class Honours in Classical Tripos, Part II., University of Cambridge.

Montgomery, Robert, B.A. (1887–88).

1889. Foundation Sizarship, and First Class Honours in Classics, Trinity College, Cambridge.
1890. Foundation Scholarship, Trinity College, Cambridge.
1891. First Class Honours in Classical Tripos, University of Cambridge.

Alexander, J. J., M.A. (1887–88).

1887. Entrance Exhibition, St. John's College, Cambridge.
1889. Foundation Scholarship, St. John's College, Cambridge.
1890. Wranglership, Seventh place in Mathematical Tripos, University of Cambridge.

Lee, James (1888–89).

1889. Entrance Exhibition, St. John's College, Cambridge.

Morton, W. B., B.A. (1888–89).

1889. Entrance Exhibition, St. John's College, Cambridge.
1891. Foundation Scholarship, St. John's College, Cambridge.
1892. Wranglership, Eighth place in Mathematical Tripos, University of Cambridge.

Cotter, W. E. P., B.A. (1888–89).

1889. Classical Scholarship, Trinity College, Dublin.

Heron, R. C. (1889–90).

1889. Exhibition, St. John's College, Cambridge.
1891. Foundation Sizarship, St. John's College, Cambridge.
1893. Wranglership, Twentieth place in Mathematical Tripos, University of Cambridge.

Stewart, J. A., B.A. (1888–89).

1889. Exhibition, St. John's College, Cambridge.
1891. Foundation Scholarship, St. John's College, Cambridge.

KEIGHTLEY, F. R., B.A. (1886–7).

1890. Third Class Honours in Historical Tripos, University of Cambridge.

LEATHEM, J. G. (1890–91).

1891. Entrance Exhibition, St. John's College, Cambridge.
1892. First place, College Examinations, St. John's College, Cambridge.
1894. Hughes Prize, St. John's College, Cambridge.
" Wranglership, Fourth place in Mathematical Tripos, University of Cambridge.
1895. First Division of First Class in Mathematical Tripos, Part II., University of Cambridge.

M'ELDERRY, R. K. (1890–91).

1891. Entrance Exhibition, St. John's College, Cambridge.
1892. Second place, College Examinations, St. John's College, Cambridge.
1893. Hughes Prize, St. John's College, Cambridge.
1894. First Class, 2nd Division, in Classical Tripos, Part I., University of Cambridge.
1895. First Class in Classical Tripos, Part II., University of Cambridge, with Star for distinguished answering in History Section.

M'VICKER, C. E.

1892. Wranglership, Seventeenth place in Mathematical Tripos, University of Cambridge.

BOAS, W. P.

1892. Entrance Exhibition, St. John's College, Cambridge.
1894. Exhibition, St. John's College, Cambridge.

HOUSTON, W. A.

1892. Entrance Exhibition, St. John's College, Cambridge.
1894. Foundation Scholarship, St. John's College, Cambridge.

LOCKE, G. T.

1894. Entrance Exhibition, St. John's College, Cambridge.
" Foundation Scholarship, St. John's College, Cambridge.

ROBB, A. A.

1894. Entrance Exhibition, St. John's College, Cambridge.

CLEMENTS, W. T.

1894. Entrance Exhibition, St. John's College, Cambridge.

BAXTER, J. SINCLAIR.

1894. LL.B. with First Class Honours, London University.

TABLE X.—LIST of the PROFESSORS and OFFICERS of the COLLEGE, showing their length of Service, their Salaries, and their Emoluments from Class Fees.

		Appointed.	Salary.	Class Fees for year ended 31st March, 1894.	Total.
			£ s. d.	£ s. d.	£ s. d.
	PROFESSORS.				
Greek,	Samuel Dill, M.A.,	27 February, 1890,	312 0 0	103 0 0	415 0 0
Latin,	Thomas Wilson Dougan, M.A.,	7 January, 1882,	312 0 0	138 0 0	450 0 0
Mathematics,	John Purser, LL.D., F.R.U.I.,	8 July, 1863,	312 0 0	104 0 0	416 0 0
Natural Philosophy,	Joseph David Everett, M.A., D.C.L., F.R.S., F R.U.I.,	5 November, 1867,	312 0 0	193 0 0	505 0 0
History and English Literature,	Samuel James MacMullan. M.A , F.R.U.I.,	15 January, 1892	312 0 0	133 0 0	445 0 0
Logic and Metaphysics,	John Park, M.A., D.LIT., F.R.U.I.,	1 October, 1868,	312 0 0	125 0 0	437 0 0
Chemistry,	Edmund Albert Letts, PH.D., F.R.S.E., F R.U.I.,	4 December, 1879,	282 0 0	237 10 0	519 10 0
Natural History,	Robert O. Cunningham, M.D., F.L.S., F.G.S., F.R.U.I.	5 April, 1871,	282 0 0	141 0 0	423 0 0
Modern Languages,	Albert Ludwig Meissner, PH.D.,	6 October, 1865,	202 0 0	71 0 0	273 0 0
Jurisprudence and Political Economy,	William Graham, M.A.,	14 June, 1882,	150 0 0	73 0 0	223 0 0
English Law,	James Andrew Strahan, LL.B.,	14 January, 1886,	150 0 0	44 0 0	194 0 0
Anatomy,	Johnson Symington, M.D., F.R.S.E., F.R.U.I.	10 October, 1893,	192 0 0	300 0 0	492 0 0
Physiology,	William Henry Thompson, M.D., F.R.C.S E.	10 October, 1893,	†250 0 0	276 10 0	526 10 0
Medicine,	James Cuming, M.A., M.D., F.K.Q.C.P.,	26 August, 1865,	120 0 0	64 0 0	184 0 0
Surgery,	Thomas Sinclair, M.D., M.CH., F.R.C.S., Eng.,	1 November, 1886,	120 0 0	164 0 0	284 0 0
Materia Medica,	William Whitla, M.D.,	23 October, 1890,	120 0 0	71 0 0	191 0 0
Midwifery,	John William Byers, M.A., M D.	30 September, 1893,	120 0 0	79 0 0	199 0 0
Civil Engineering,	Maurice F. FitzGerald, B.A., Assoc. M.I.C.E.,	29 November, 1884,	280 0 0	32 0 0	312 0 0
Agriculture,	John Frederick Hodges, M.D., F.C.S., F.I.C.,	4 August, 1849,	150 0 0	*97 0 0	247 0 0
	OFFICERS.				
Registrar,	John Purser, LL.D.,	8 January, 1878,	75 0 0	—	75 0 0
Bursar,	John Wylie,	5 September, 1872, ‡	150 0 0	—	150 0 0
	William Wylie,	8 December, 1894,			
Librarian,	Albert Ludwig Meissner, PH.D.,	4 July, 1882,	75 0 0	—	75 0 0

* These fees were for Medical Jurisprudence.
† Of this sum £240 is paid by the Trustees of the "Sorella Trust," who have endowed the Dunville Chair of Physiology with that annual amount. ‡ Retired.

Table XI.—Benefactors of Queen's College, Belfast, since its Foundation in 1845.

Anno.

1847. Presented by Charles Davis, Esq., a large oil painting of the Assassination of Peter the Martyr, by Atkins, being a copy of the original painting by Titian.

—— Presented by Professor Craik, a portrait of Confucius.

1851. The Governors of the Armagh Observatory, with the sanction of Her Majesty, transferred to the College the Transit Instrument and Astronomical Clock which were formerly in the Observatory at Kew.

The Lords of the Admiralty, on the recommendation of the Astronomer Royal of England, acceded to an application from Professor Wilson for transferring to the College a Mural Circle by Jones, which had been in use at the Cape of Good Hope.

For the reception of these instruments an Observatory was erected on the College grounds, the expense having been defrayed by subscription.

1854. Presented by W. P. Wilson, Esq., M.A., former Professor of Mathematics in the College, a Bust of Sir Isaac Newton.

1855. Presented by Robert H. Lynn, Esq., London, an oil portrait of James the First of England when a child, an oil portrait of Joannes Carolus, and an oil portrait of John Milton.

1860. An oil portrait of Hugh Carlisle, M.D., former Professor of Anatomy and Physiology in the College; presented by the subscribers.

1864. Given by R. M. Wilson, Esq., an Exhibition of Twenty Pounds to be conferred annually upon one or more of the most deserving unsuccessful candidates for a Scholarship of the First Year.

This Exhibition was awarded for eleven years.

1864. Given by the Royal Academical Institution, Belfast, two Exhibitions of Five Pounds each, to be conferred annually upon students from that Institution who have taken the highest places in the Literary and Science Divisions, at the Examination for Scholarships of the First Year.

1866 Given by John Charters, Esq., an Exhibition, value Fifteen Pounds, and two Exhibitions, value Ten Pounds each, in the Literary Division of the Faculty of Arts; also one Exhibition, value Fifteen Pounds, and two, value Ten Pounds each, in the Science Division of the Faculty of Arts, to be called the "Charters' Exhibitions," and to be annually awarded during ten years, at the Examinations for the Literary and Scientific Scholarships of the first year, to students who, during at least one year previous to their entrance into college, have been in continuous attendance at the Royal Academical Institution, and who have attained the standard of excellence required at the Junior Scholarship Examinations. Also, an Exhibition, value Fifty Pounds, tenable for one year, to be called the "Charters' Medical Exhibition," to be annually awarded during ten years, in connexion with the Belfast School of Medicine, by the Trustees of the "Charters' Educational Fund."

—— An oil portrait of William Burden, M.D., former Professor of Midwifery in the College; presented by the subscribers.

1868. Bequeathed by Robert Sullivan, Esq., LL.D., Barrister-at-Law, the sum of Four Thousand Pounds for the endowment of Three Scholarships in Queen's College, Belfast, to be called the Sullivan Scholarships, two of them to be restricted to candidates who shall have acted as Teachers or Assistant Teachers in Irish National Schools for at least two years, and one of them to candidates who shall have been educated in the Royal Academical Institution, Belfast, for at least three years.

These Scholarships are tenable for three years.

Anno.

1869. Given by William Coates, Esq., a prize, value Thirty Pounds, to be called "The Coates Prize," and to be awarded in the Department of Engineering to the best candidate in a set of Examinations, to be held in the Third term of each Session, and to comprise:—

1. Civil and Mechanical Engineering.

2. Office and Field Work, including Geometrical Drawing and Surveying, Levelling and Measuring, together with any two of the following subjects:—

3. Natural Philosophy applied.

4. Analytical Chemistry.

5. Geology.

6. Mathematics, including specially the elementary principles of the Differential Calculus.

Competition for this Prize in each Session to be open to all persons who are at the time, or were in the preceding year, Students of Engineering in Queen's College, Belfast, going through the Third Session of their Engineering Course, in regular order, or going through the Session which, under the sanction of the Council, in special cases shall stand instead of a Third Session of the Queen's College Engineering Course.

This prize was awarded for four years.

1869. A Bust of the Rev. P. Shuldham Henry, D.D., late President of the College, presented by the Professors and other subscribers.

1871. An oil portrait of George L. Craik, LL.D., former Professor of History and English Literature in the College, and also a photograph group of some of the Professors; presented by Messrs. Marcus Ward & Co.

1871. Bequeathed by John Porter, Esq., the sum of Three Thousand One Hundred and Ten Pounds Eight Shillings and Four Pence for the endowment of Two Scholarships in Queen's College, Belfast, to be called "The Porter Scholarships." These scholarships are each of the annual value of Fifty Pounds, and are tenable for two years. They are open to undergraduates of not less than two years' standing.

1873. A deed was executed by William Dunville, Esq., establishing the "Sorella Trust."

This deed, which also provides funds for other educational purposes not connected with the College, endows two Studentships in Queen's College, Belfast, to be called "The Dunville Studentships." These studentships are open to any person who is recognised by the Council or other Governing body of Queen's College, Belfast, as a student of three or more years' standing in any Faculty, provided that the last of the three or more years which give such standing, has been spent in Queen's College, Belfast, and has been the year preceding, or the year but one preceding the examination.

They are given, one, for the encouragement of the study of Mathematical and Physical Science, the other, for the encouragement of the study of Natural Science, in alternate years. Each person obtaining a Studentship receives £45 for the first year, and £100 for the second year.

1873. Given by the Widow and Children of the late John Robinson M'Clean, Esq., Civil Engineer, London, through the hands of the Rev. P. S. Henry, D.D., the late President, the sum of Five Hundred Pounds, to be expended in the purchase of Scientific works for the Library of Queen's College, Belfast.

Anno

1874. Given by the Methodist College, Belfast, one Exhibition, value Ten Pounds, to be awarded annually to the highest answerer among students from the Methodist College who have obtained Literary Scholarships of the first year in Queen's College, Belfast; and another Exhibition, also value Ten Pounds, to the highest answerer among students from the Methodist College, who have obtained Science Scholarships of the First Year in the same College.

1876. Given by the Reverend Arthur Hercules Pakenham, for the endowment of two Scholarships in Queen's College, Belfast, one to be called the "Sir Hercules Pakenham Scholarship," and the other the "Emily Lady Pakenham Scholarship," the sum of One Thousand Pounds, invested in five bonds of £100 each of the Moscow Jaroslaw Railway Company, and five bonds of £100 each of the Charkoff Azov Railway Company.

These Scholarships are given in alternate years, are each tenable for two years, and are open to all students under 20 years of age, matriculated or non-matriculated, on their first entrance into the College.

1877. Given by an anonymous donor, Ten Pounds, to provide for an Entrance Prize of Five Pounds, to be awarded for proficiency in French.

This prize was awarded for two years.

1878. An oil portrait of Alexander Gordon, M.D., former Professor of Surgery in the College; presented by the subscribers.

1880. The subscribers to a testimonial given to Dr MacDouall on his retirement from the Professorship of Greek, presented to the College, in addition to a portrait of Dr. MacDouall now placed in the Examination Hall, a collection of Classical and Oriental Works of the value of £275, selected from the library of Dr. MacDouall, to form the nucleus of a department of the Library to be called "The MacDouall Library."

1881. The sum of One Thousand Seven Hundred and Ninety-two Pounds Seven Shillings was raised by public subscription, for the establishment of a Scholarship to commemorate the distinguished services, rendered to this College and to Chemical Science, by Dr Thomas Andrews, F.R.S., the late Vice-President.

At the same time a full-length Oil Portrait of Dr. Andrews was placed in the Examination Hall.

1882. The sum of Eight Hundred and Seventy-five Pounds Six Shillings, in New Three per Cent. Government Stock, being a portion of the bequest of the late Lord Blayney, was transferred to this College by the Queen's University.

1882. A Medal, to be awarded annually, was founded with a portion of the residue of the Peel Fund of the late Queen's University.

1882. An Oil Portrait of William Nesbitt, M.A., former Professor of Latin in the College; presented by the Subscribers.

1889. Bequeathed by John M'Kane, Esq., LL.D., Barrister-at-Law, former Professor of English Law in the College, a Gold Medal to be awarded annually for answering in Jurisprudence and Political Economy.

1889. An Oil Portrait of the Rev. J. Leslie Porter, D.D., LL.D., late President of the College; presented by the President and Professors.

1890. An Oil Portrait of John Purser, LL.D., Professor of Mathematics in the College; presented by his former students.

1891. Given by Her Majesty's Commissioners of the Exhibition of 1851 the nomination to a Scholarship of the value of £150 per annum, tenable for two, or, under special conditions, for three years, and limited to those Branches of Science (such as Physics, Mechanics, and Chemistry), the extension of which is specially important for our national industries.

Anno.

1893. Given by Her Majesty's Commissioners of the Exhibition of 1851 the nomination to a Scholarship of the value of £150 per annum, tenable for two, or, under special conditions, for three years, as above.

1893. Founded by the Trustees of the Sorella Trust the "Dunville Chair of Physiology."

1894. An Oil Portrait of Peter Redfern, M.D., Professor of Anatomy and Physiology 1860–93; presented by the Subscribers.

1894. Subscribed, and raised by a Fancy Fair between £7,000 and £8,000 for the erection of a Students' Union.

1895. Given by Her Majesty's Commissioners of the Exhibition of 1851 the nomination to a Scholarship of the value of £150 per annum, tenable for two, or, under special conditions, for three years, as above.

An Oil Painting of James MacAdam, Esq., the first Librarian of the College, presented by Miss MacAdam.

Donations to the Library, 1894-95.

Donations.	Presented.
Mrs. F. P. FitzGerald: The Principle of Sufficient Reason.	By the Author.
The O'Maddens of Hy-Many.	By Dr. Thomas More Madden.
Seymour Taylor: Index of Medicine.	By the Author.
James Bonar: A Catalogue of the Library of Adam Smith	By the Compiler.
R. R. Sharpe: London and the Kingdom. Vols. I. and II.	By the Corporation of the City of London.
Keely and his Discoveries: Aerial Navigation, by Mrs. B. Moore.	By the Rev. John Andrew.
E. Muybridge: Animal Zoopraxography.	By the Author.
W. G. Aston: Japanese Onomatopes and the Origin of Language.	By the Author.
History of the Tower Bridge.	By the Corporation of the City of London.
Manchester College, Oxford: Proceedings on the occasion of the Opening of the College Buildings.	By the Committee.
Peter Möller: Cod-Liver Oil and Chemistry.	By the Author.
Robson Roose: The Wear and Tear of London Life. —— Gout. 6th Ed. —— Nerve Prostration. 2nd Ed.	By the Author.
Annuario della R. Università d' Padova.	By the Rector.
Judaism at the World's Parliament of Religions.	By the Union of American Hebrew Congregations.
The Book of the Fair, Queen's College, Belfast, May, 1894.	By the Committee.

The following Institutions have continued to present their publications:—

The Royal Irish Academy.
The British Museum.
The Government of India.
" " China (Customs).
" " Canada (Geological Survey).
" " Norway (North Pole Expedition).
The Cambridge Philosophical Society.
The Philosophical Society, Birmingham.
The Institute of Civil Engineers.
The South Kensington Museum.
The Smithsonian Institution.
The Bureau of Education, Washington.

The following Universities and Colleges presented their Calendars:—

The University of Aberdeen.
" " Edinburgh.
" " Glasgow.
" " St. Andrews.
" " Durham.
Victoria University.
Royal University of Ireland.
The University of California.
Owens College, Manchester.
Queen's College, Birmingham.
Mason College, Birmingham.
University College, Bristol.
The Yorkshire College, Leeds.
University College, Dundee.
Anderson's College, Glasgow.
The College of Medicine, Newcastle-on-Tyne.
Queen's College, Cork.
Queen's College, Galway.

DONATIONS TO THE NATURAL HISTORY MUSEUM.

A considerable number of donations have been received from friends, among which the following may be mentioned:—

Bear and Fox, presented by David Walker, esq., M.D., a former student of the College.

Collection of Shells presented by Mrs. M'Gee, widow of the late Dr. M'Gee.

Casts and specimens of extinct animals, presented by the Earl of Enniskillen.

Five very rare Birds from Yarkand, presented by Dr. Scully, Indian Medical Service.

Collections of Japanese Birds, prepared and presented by Dr. S. Campbell, Fleet Surgeon, R.N.

Collections of Animals, chiefly Marine, from the East Coast of Africa and Zulu Archipelago, presented by Lieut. Dixon, R.N.

Miscellaneous specimens, presented by Staff-Surgeon W. Anderson, R.N., a former student of the College.

Large collection of Indian birds, some of considerable rarity, presented on various occasions by Dr. Cunningham, Professor of Physiology, Medical College, Calcutta.

Specimens of North American birds and Irish fishes, presented by G. D. Ogilby, esq., a student of the College.

Collection of Animals and Minerals from Australia, presented by Edward Leslie Pooler, esq., M.D., a former student of the College.

Collection of Animals from the New Hebrides, &c., presented by James Dunlop, esq., M.D., Surgeon R.N., a former student of the College.

Collection of Animals from Sumatra, presented by John B. Graham, esq., M.D., a former student of the College.

Collection of Birds from the Himalayas, presented by Alexander Porter, esq., M.D., Brigade Surgeon, H.M. Indian Army, a former student of the College.

Collection of Reptiles from South Australia, presented by Edward Leslie Pooler, esq., M.D., a former student of the College.

Very fine specimen of *Goliathus Diuryi* from West Africa, presented by R. J. M'Keown, esq., M.B., a former student of the College.

DONATIONS TO THE MEDICAL MUSEUMS.

A beautiful series of microscopical preparations, showing the texture of many organs of the body, was presented by Dr. Thiersch, of Leipzic, to Dr. Redfern, Professor of Anatomy, and by him generously handed over to the College.

A series of 59 slides, containing embryological sections prepared under his personal superintendence, was presented by Professor Kölliker to Dr. Redfern, and by him to the College.

A fine collection of over 200 vesical calculi removed by surgical operation in India by Surgeon-Major J. A. Cunningham, Indian Medical Service, a former student of the College, and presented by him.

A very large collection of specimens, formerly in Minto House, Edinburgh, presented by Professor Symington.

TABLE XII.—ACCOUNT OF THE RECEIPTS AND EXPENDITURE OF

RECEIPTS.			£ s. d.
Balance on 1st April, 1894, viz.:—			
General Account,	*£893 10 11		
Endowment Accounts,	185 17 1		
Library Deposits,	[illegible]		
		1,496 2 0	
Grant charged on Consolidated Fund,	£7,000 0 0		
Less Income Tax,	164 14 5		
		[illegible]	
Annual Grants of Parliament, viz.:—			
In Aid of Expenses of Maintenance,		1,600 0 0	
In Aid of Augmentation of Professors' Salaries,		145 0 0	
Private Endowment of The Dunville Chair of Physiology,		174 0 0	
Professors' Class Fees,		2,446 0 0	
Lecturers' Class Fees,		214 0 0	
College Fees, viz.:—			
377 at 10s.,	£188 10 0		
3 at 5s., for use of Library,	0 15 0		
Calendars sold (4 years),	4 13 6		
		[illegible]	
Dividends on Government Stock,		[illegible]	
Endowments,		361 [illegible]	
Library Deposits,		194 0 0	
		£13,537 6 8	

*In the Report for [illegible] the Balance of General Account was given as £893 16s. 11d., which [illegible] the Treasurer's cash-book was [illegible] by the Bursar, [illegible] Account [illegible] Auditors.

THE COLLEGE IN THE YEAR ENDING 31st MARCH, 1895.

PAYMENTS.				£	s.	d.
Salaries, &c., paid out of Permanent Grant:—						
President, Professors, and Officers,	£5,000	0	0			
Less Income Tax,	161	9	10			
				£4,838	10	2
Scholarships and Prizes,				1,282	15	0
Minor Officers and Servants,	£500	0	0			
Less Income Tax,	3	4	7			
				496	15	5
Lecturer on Pathology,				50	0	0
						6,668 0 7
Salaries of Professors paid out of Special Grant,						145 3 5
Library:—						
Ancient and Modern Languages,				£93	17	5
Mathematical and Physical Sciences,				45	14	4
Natural Sciences,				57	10	4
Engineering,				11	17	11
Medical Sciences,				70	2	3
Mental and Legal Sciences,				38	0	4
General Department,				49	6	4
Binding,				54	5	3
Cataloguing,				53	0	0
						473 14 2
Laboratories:—						
Chemical Laboratory,				£115	17	5
Physical Cabinet,				12	7	4
Engineering,				6	17	11
Medical Faculty,				144	19	8
						280 2 4
Museums,						83 19 1
Printing, Stationery, and Advertising,						215 13 3
Heating and Lighting,						234 4 6
Botanic Garden and College Grounds,						103 4 2
Miscellaneous, viz.:—						
Porters' Clothing,				£31	17	0
Water Supply,				64	2	4
To supplement Porters' Salaries,				113	0	0
Incidental Expenses,				197	16	9
						406 16 1
Practical Pharmacy Department, Special,						76 4 5
Equipment of New Chemical Laboratory, Special,						100 0 0
Dunville Professor of Physiology,						174 0 0
Professors' Class Fees,						2,446 0 0
Lecturers' Class Fees,						214 0 0
Endowments,						333 11 11
Library Deposits,						101 0 0
Balance on 31st March, 1895, viz.:—						
General Account,				£908	0	4
Endowment Accounts,				153	12	5
Library Deposits,				420	0	0
						1,481 12 9
						£13,537 6 8

the total Balance £1,443 14*s.* After the Report was issued an item of £52 14*s.*, which had been and Auditor General, withdrawn from that Account and added to the Balance, in order that it might

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[illegible]

THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, CORK,

FOR

THE SESSION 1894-5.

WITH APPENDICES.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY ALEX. THOM & CO. (LIMITED).

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1895.

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CONTENTS

Page

REPORT, ... 5

APPENDIX.

A.—Statistical Tables:

No. I.—Table showing the Number of Students who entered the College in the Session 1894–95, classified according to Faculties, and distinguishing Matriculated from Non-Matriculated Students, ... 7

,, II.—Table showing the number of Matriculated and Non-Matriculated Students on the College Books for the Session 1894–95, classified according to Faculties, . 7

,, III.—Table showing the Number of Matriculated and Non-Matriculated Students on the College Books for the Session 1894–95, classified according to Academic Standing, ... 8

,, IV.—Table showing the Academic Standing according to Faculties of the Matriculated Students on the College Books in the Session 1894–95, ... 8

,, V.—Table giving the Per-centage of Students from the Province of Munster and from other places; the Per-centage of Munster Students from the County and City of Cork; and the Per-centage of all the Students from the County and City of Cork, . . 8

,, VI.—Ages of the Students who entered in the Session of 1894–95; and of all Students on the Books of the College, 9

,, VII.—Table showing the Religious Denominations of the Matriculated and Non-Matriculated Students who entered the College in the Session 1894–95, . . 9

,, VIII.—Table showing the Religious Denominations of all the Students on the College Books, classified according to Academic Standing, ... 9

,, IX.—Table showing the Religious Denominations of all the Students on the College Books, classified according to Faculties, ... 10

,, X.—Table showing the Religious Denomination of the Scholars and Exhibitioners in each Faculty, . . . 10

,, XI.—Table showing the number of Matriculated and Non-Matriculated Students; the number belonging to each Religious Denomination; and the total number of Students in each Session from the opening of the College, ... 11

,, XII.—Table showing the number of Scholarships in each Faculty, the number awarded, and the number of Exhibitions awarded, ... 12

,, XIII.—Table containing the Names of the several Subjects lectured upon during the Session 1894–95, the number of Lectures given on each Subject, and the total number of Students attending the Classes in each Subject, ... 12

PAGE

B.—Visitors, Corporate Body, Council, Officers, Scholars, &c.:

No. XIV.—Visitors, President, Professors, Members of Council, Officers, &c., ... 13

„ XV.—Scholars and Exhibitioners for the Session 1894–95, . 14

„ XVI.—Students who were awarded Prizes and Certificates at the Sessional Examinations, 1895, ... 16

„ XVII.—Students who obtained Honours at the Examinations of the Royal University of Ireland in 1894, . . 17

C.—Receipts, Expenditure, Salaries, Fees, &c.:

No. XVIII.—General Abstract of the Receipts and Expenditure of the College from 1st April, 1894, to 31st March, 1895, ... 19

„ XIX.—Salaries and Emoluments of Professorships, . . 20

D.—Donations:

No. XX.—Donations to Library:

College Library, ... 21

„ XXI.—Donations to Museums:

Natural History Museum, ... 26

Anatomical and Pathological Museum, . . . 30

THE REPORT

OF THE

PRESIDENT OF QUEEN'S COLLEGE, CORK,

FOR

THE SESSION 1894-95.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY:

I have the honour to submit a Report on the condition of Queen's College, Cork, for the Session 1894–95.

The number of students attending the College during this period was 212 matriculated and 12 non-matriculated. The number of new students was 52. Of these 28 came from the Royal University of Ireland, 10 from other Colleges and Universities, 4 passed the College matriculation examination, and 10 were non-matriculated.

The following changes have taken place in the Professorial body:—

Professor Ridgeway having resigned the Chair of Greek in October, 1894, was succeeded in January, 1895, by Professor Keene.

Professor England having retired from the Chair of Natural Philosophy in December, 1894, was succeeded in January, 1895, by Professor Bergin.

Professor Butler was appointed in May, 1895, to the Chair of Modern Languages, vacated by the death of Professor O'Ryan.

A loss was sustained by the death of Mr John Sullivan who as Steward and Superintendent of the Botanic Garden, had faithfully and zealously served the College for nearly the entire period since its opening.

Among its requirements that of a new Chemical Laboratory stands foremost. The reasons have been fully stated in the Reports from 1890–91 to the present.

Full statistical information will be found in the Appendix.

And I have the honour to be

Your Majesty's most obedient servant

JAMES W SLATTERY.

August 12, 1895.

APPENDIX.

A.—STATISTICAL TABLES.

I.—TABLE SHOWING THE NUMBER OF STUDENTS WHO ENTERED THE COLLEGE IN THE SESSION 1894–95, CLASSIFIED ACCORDING TO FACULTIES, AND DISTINGUISHING MATRICULATED FROM NON-MATRICULATED STUDENTS :—

	Matriculated Students.	Non-Matriculated Students.	Total.
Faculty of Arts,	9	–	9
,, Law,	6	–	6
,, Medicine,	24	8	32
School of Engineering,	4	2	6
Total,	43	10	53
Deduct entering in two Faculties,	1	–	1
Net Total,	42	10	52

II.—TABLE SHOWING THE NUMBER OF MATRICULATED AND NON-MATRICULATED STUDENTS ON THE COLLEGE BOOKS FOR THE SESSION 1894–95, CLASSIFIED ACCORDING TO FACULTIES :—

	Matriculated Students.	Non-Matriculated Students.	Total.
Faculty of Arts,	29	–	29
,, Law,	11	–	11
,, Medicine,	164	8	172
School of Engineering,	17	4	21
Gross Total,	221	12	233
Deduct number of Students attending Lectures in two Faculties,	9	–	9
True Total,	212	12	224

Appendix A. Statistical Tables.

III.—TABLE SHOWING THE NUMBER OF MATRICULATED AND NON-MATRICULATED STUDENTS ON THE COLLEGE BOOKS FOR THE SESSION 1894–95, CLASSIFIED ACCORDING TO ACADEMIC STANDING:—

Number of Students of the	Matriculated Students	Non-Matriculated Students	Total.
First Year,	55	12	67
Second ,,	66	–	66
Third ,,	54	–	54
Fourth ,,	43	–	43
Gross Total,	218	12	230
Deduct number of Students attending Lectures of different years,	6	–	6
True Total,	212	12	224

IV.—TABLE SHOWING THE ACADEMIC STANDING ACCORDING TO FACULTIES OF THE MATRICULATED STUDENTS ON THE COLLEGE BOOKS IN THE SESSION 1894–95.

	First Year.	Second Year.	Third Year.	Fourth Year.	Total.
Faculty of Arts,	8	9	9	3	29
,, Law,	7	2	1	1	11
,, Medicine,	33	52	40	39	164
School of Engineering,	8	4	5	–	17
Gross Total,	56	67	55	43	221
Deduct Number attending Lectures in two Faculties,	1	1	1	–	9
True Total,	55	66	54	43	212

V.—TABLE GIVING THE PER-CENTAGE OF STUDENTS FROM THE PROVINCE OF MUNSTER AND FROM OTHER PLACES; THE PER-CENTAGE OF MUNSTER STUDENTS FROM THE COUNTY AND CITY OF CORK; AND THE PER-CENTAGE OF ALL THE STUDENTS FROM THE COUNTY AND CITY OF CORK.

Session	Percentage of Students from		Percentage of Munster Students from		Percentage of all Students from the County and City of Cork.
	Province of Munster.	Other Localities.	County and City of Cork.	Other Counties of Munster.	
1874–75,	85·8	14·2	76·5	23·5	71·7
1875–76,	85·8	14·2	75·2	24·8	64·5
1876–77,	90·6	9·4	78·3	21·7	70·9
1877–78,	86·8	13·2	72·2	27·8	62·6
1878–79,	90·2	9·8	73·3	26·7	66·1
1879–80,	90·7	9·3	77·2	22·8	70·0
1880–81,	92·6	7·4	76·5	23·5	70·8
1881–82,	93·0	7·0	75·7	24·3	70·4
1882–83,	93·7	6·3	75·7	24·3	70·9
1883–84,	93·6	6·4	77·7	22·3	72·7
1884–85,	90·8	9·2	79·4	20·6	72·1
1885–86,	91·5	8·5	82·5	17·5	75·5
1886–87,	90·3	9·7	82·3	17·7	74·3
1887–88,	89·9	10·1	82·9	17·1	74·5
1888–89,	87·3	12·7	84·0	16·0	73·3
1889–90,	88·6	11·4	81·5	19·5	72·2
1890–91,	90·6	9·4	83·8	16·2	75·9
1891–92,	91·0	9·0	86·6	13·4	78·8
1892–93,	92·2	7·8	83·5	16·5	77·0
1893–94,	94·4	5·6	87·0	13·0	82·1
1894–95,	93·3	6·7	88·0	12·0	82·1

VI.—AGES OF THE STUDENTS WHO ENTERED IN THE SESSION OF 1894-95; AND OF ALL STUDENTS ON THE BOOKS OF THE COLLEGE

Appendix A Statistical Tables.

Age.	Number of New Students.	Per-centage.	Number of Students on the College Books.	Per-centage.
Under 16,	–	0·0	–	0·0
16 to 17,	5	9·6	6	2·7
17 to 18,	9	17·3	14	6·2
18 to 19,	13	25·0	23	10·3
19 to 20,	8	15·4	33	14·7
20 to 21,	5	9·6	38	17·0
Over 21,	12	23·1	110	49·1
Total,	52		224	

VII.—TABLE SHOWING THE RELIGIOUS DENOMINATIONS OF THE MATRICULATED AND NON-MATRICULATED STUDENTS WHO ENTERED THE COLLEGE IN THE SESSION 1894-95.

Religious Denomination.	Number of Students.		
	Matriculated.	Non-Matriculated.	Total.
Roman Catholics,	22	6	28
Church of Ireland and England,	14	4	18
Presbyterians,	2	–	2
Wesleyans,	3	–	3
Other Denominations,	1	–	1
Total,	42	10	52

VIII.—TABLE SHOWING THE RELIGIOUS DENOMINATIONS OF ALL THE STUDENTS ON THE COLLEGE BOOKS, CLASSIFIED ACCORDING TO ACADEMIC STANDING.

Religious Denomination.	Academic Standing of Matriculated Students.				Non-Matriculated Students.	Gross Total.	Net Total.
	First Year.	Second Year.	Third Year.	Fourth Year.			
Roman Catholics,	26	46	34	25	7	138	137
Church of Ireland and of England,	19	13	11	13	5	61	59
Presbyterians,	4	4	4	2	–	14	11
Wesleyans,	4	3	3	2	–	12	12
Other Denominations,	2	–	2	1	–	5	5
Total,	55	66	54	43	12	230	224

Appendix A. Statistical Tables.

IX.—Table showing the Religious Denominations of all the Students on the College Books, classified according to Faculties.

Faculty.	Roman Catholics.			Church of Ireland.			Presbyterians.			Wesleyans.			Others	Total
	Matr.	Non-Matr.	Total.	Matr.	Non-Matr.	Total.	Matr.	Non-Matr.	Total.	Matr.	Non-Matr.	Total.		
Arts,	6	–	6	10	–	10	7		7	–	–	–	1	24
Law,	9	–	9	2	–	2	–	–	–	–	–	–		11
Medicine,	107	5	112	40	3	43	7	–	7	8		8	2	172
School of Engineering,	9	2	11	5	2	7	1	–	1	1		1	1	21
Gross Total,			138		–	62		–	15		3	12	4	224
Deduct No. attending Lectures in two Faculties,	–	–	1	–	–	3	–	–	4		–	–	1	9
True Total,	–	–	137	–	–	59	–		11		–	12	3	221

X.—Table showing the Religious Denominations of the Scholars and Exhibitioners in each Faculty.

Faculty.	Catholics.		Church of Ireland		Presbyterians.		Wesleyans		Other Denominations		Total	
	Scholars.	Exhibitioners.	Scholars	Exhibitioners	Scholars	Exhibitioners.	Scholars	Exhibitioners	Scholars	Exhibitioners	Scholars	Exhibitioners
Arts,	6	–	10	–	5		1	–	2	–	24	–
Law,	2	5	1	–	–	–	–	–	–	–	3	5
Medicine,	6	6	–	–	–	–		2	–	–	6	8
School of Engineering,	1	1	1	–	1	–		–	–	–	3	1
Gross Total,	15	12	12	–	6	–	1	2	2	–	36	14
Deduct of Scholarships and Exhibitions held by one Student,	1	–	–	–	–	–	–	–	–	–	1	–
True Total,	14	12	12	–	6	–	1	2	2	–	35	14

XI.—Table showing the Number of Matriculated and Non-Matriculated Students; the Number belonging to each Religious Denomination; and the Total Number of Students in each Session from the opening of the College.

Academic Session.	Matriculated Students.	Non-Matriculated Students.	Total No. of Students.	Roman Catholics.	Established Church or Church of Ireland.	Presbyterians.	Wesleyans.	Other Denominations.	Total No. of Students.
1849-50, . .	70	45	115	62	43	2	7	1	115
1850-51, . .	118	38	156	86	55	3	10	2	156
1851-52, . .	117	32	149	81	57	2	7	2	149
1852-53, . .	109	21	130	68	46	3	7	6	130
1853-54, . .	115	25	140	80	46	2	10	2	140
1854-55, . .	122	22	144	73	60	2	8	1	144
1855-56, . .	149	13	162	83	67	3	6	3	162
1856-57, . .	139	25	164	72	70	6	11	5	164
1857-58, . .	125	32	157	71	69	6	7	4	157
1858-59, . .	125	24	149	69	64	4	6	6	149
1859-60, . .	144	27	171	85	68	5	8	5	171
1860-61, . .	173	30	203	98	93	2	8	2	203
1861-62, . .	211	18	229	98	111	7	7	6	229
1862-63, . .	219	20	239	96	121	8	11	3	239
1863-64, . .	241	19	260	121	106	12	12	9	260
1864-65, . .	249	14	263	129	114	6	12	2	263
1865-66, . .	223	12	235	108	107	4	9	7	235
1866-67, . .	214	16	230	108	106	6	7	3	230
1867-68, . .	235	12	247	111	118	7	8	3	247
1868-69, . .	216	28	244	97	125	12	7	3	244
1869-70, . .	228	24	252	94	134	8	16		252
1870-71, . .	225	25	250	86	142	12	10		250
1871-72, . .	230	23	253	104	131	10	8		253
1872-73, . .	232	20	252	107	130	8	7		252
1873-74, . .	228	22	250	123	116	9	2		250
1874-75, . .	227	23	250	129	96	8	17		250
1875-76, . .	226	24	250	131	101	7	11		250
1876-77, . .	208	24	232	113	100	6	12	1	232
1877-78, . .	238	19	257	130	105	11	10	1	257
1878-79, . .	254	26	280	146	102	18	11	3	280
1879-80, . .	271	29	300	152	108	22	12	6	300
1880-81, . .	308	19	327	179	114	15	12	7	327
1881-82, . .	374	28	402	221	145	16	11	9	402
1882-83, . .	325	23	348	213	110	12	10	3	348
1883-84, . .	278	20	298	174	106	10	4	4	298
1884-85, . .	254	18	272	155	90	13	11	3	272
1885-86, . .	235	14	249	138	90	10	9	2	249
1886-87, . .	232	6	238	143	68	15	10	2	238
1887-88, . .	234	13	247	146	71	16	9	5	247
1888-89, . .	218	11	229	139	65	13	8	3	229
1889-90, . .	228	10	238	155	57	16	7	3	238
1890-91, . .	234	11	245	159	57	16	9	4	245
1891-92, . .	251	4	255	159	61	19	9	7	255
1892-93, . .	239	4	243	161	53	17	7	5	243
1893-94, . .	240	12	252	158	63	14	11	9	252
1894-95, . .	212	12	224	137	59	11	12	5	224

Appendix 4.

Number of Scholarships in each Faculty, &c.

No. XII.—Table showing the Number of Scholarships in each Faculty, the Number Awarded, and the Number of Exhibitions Awarded.

Arts— Faculty.	Total No. of Scholarships		No. of Scholarships awarded		No. of Exhibitions awarded
Junior Scholarships open to Students at Entrance,	10		6		–
Junior Scholarships open to Students of One Year's standing,	10	30	8	21	–
Junior Scholarships held by Students of Two Years' standing,	10		7		–
Senior Scholarships,	7		3		
Law—					
Junior Scholarships,	3		3		4
Senior ,,	1		–		
Medicine,	8		6		8
School of Engineering,	5		3		1
Total,	54		36		14

Subjects lectured on.

No. XIII.—Table containing the Names of the several Subjects lectured upon during the Session 1894–95, the number of Lectures given on each Subject, and the Total Number of Students attending the Classes in each Subject.

	No. of Lectures in each Subject.	Total No. of Students attending the Classes in each subject.
Greek,	233	9
Latin,	229	12
English Language and Literature and History,	224	14
French,	274	14
German,	57	1
Italian,	38	1
Logic,	–	
Metaphysics,	[illegible]	
Political Economy,	[illegible]	1
Mathematics,	340	25
Natural Philosophy,	332	56
Chemistry, Systematic,	73	46
,, Practical,	74	59
Geology and Mineralogy,	52	5
*Zoology and Botany,	103	37
English Law,	65	10
Jurisprudence and Civil Law,	79	9
Anatomy and Physiology,	119	73
,, Practical,	157	116
†Practical Physiology and Histology,	39	31
Medicine,	65	30
Surgery,	66	29
Operative Surgery,	36	17
Midwifery,	61	19
Materia Medica,	65	24
Medical Jurisprudence,	36	16
Engineering,	280	16
Pathology, Systematic,	25	14
,, Practical,	37	15
Practical Pharmacy,	22	28

* There was a separate class in Practical Zoology and Botany.
† Each lecture lasted about two hours.

B.—VISITORS, CORPORATE BODY, COUNCIL, AND OFFICERS.

Appendix B.

Names of Visitors.

No. XIV.

Visitors.

The Right Honourable the Chief Secretary for Ireland.
The Right Honourable Mr. Justice Holmes.
The Right Honourable Mr. Justice O'Brien.
The Moderator of the General Assembly of the Presbyterian Church in Ireland.
The President of the King's and Queen's College of Physicians.
The President of the Royal College of Surgeons.

Corporate Body, College Council, &c.

The Corporate Body.

President—James W. Slattery, M.A., LL.D.

Professors.

The Greek Language; . . . . . Charles H. Keene, M.A.
The Latin Language, ... Bunnell Lewis, M.A., F.S.A.
Mathematics, ... A. H. Anglin, M.A., LL.D., F.R.S.E.
Natural Philosophy, ... William Bergin, M.A.
History and English Literature, . . George F. Savage-Armstrong, M.A., F.R.U.I.
Mental and Social Science, . . . George J. Stokes, M.A.
Chemistry, ... Augustus E. Dixon, M.D., F.C.S.
Natural History, ... Marcus M. Hartog, M.A., D.SC.
Modern Languages, ... William F. T. Butler, M.A.
English Law, ... Ralph Brereton Barry, B.A.
Anatomy and Physiology, ... J. J. Charles, M.A., D.SC., M.D., M.CH., MED. F.R.U.I.
Medicine, ... Edward R. Townsend, B.A., M.D.
Surgery, ... Stephen O'Sullivan, M.D., M.CH., F.R.C.S.I.
Materia Medica, ... C. Yelverton Pearson, M.D., M.CH.
Midwifery, ... Henry Corby, B.A., M.D.
Engineering, ... Alexander Jack, M.A., D.SC.

The College Council.

The President.

Professor O'Ryan.	Professor Corby.	Professor Dixon.
,, Savage-Armstrong.	,, Jack.	,, Stokes.
	,, Ridgeway.	,, Hartog.

Officers.

Registrar, ... Alexander Jack, M.A., D.SC.
Bursar, ... Lt.-Col. Wm. R. Jenney (retired).
Librarian, ...

Lecturers.

Medical Jurisprudence, . . . C. Yelverton Pearson, M.D., M.CH.
Psychological Medicine, . . . Oscar Woods, M.D. (DUB.), L.R.C.S.I.
Hygiene, ... Denis D. Donovan, L.R.C.P. & S. (EDIN.).
Pathology, ... Jeremiah Cotter, M.D.
Ophthalmology and Otology, . Arthur W. Sandford, M.D., M.CH.
Architecture, ... Arthur Hill, M.R.I.B.A.
Demonstrator of Chemistry, . . . Robert E. Doran, F.C.S.
Curator of Medical Museums and Instruments, ... Jeremiah Cotter, M.D.
Demonstrator of Anatomy, . . . Timothy J. O'Meara, M.B.

Steward and Superintendent of Botanic Garden, . . John Sullivan.

Appendix R.

Names of Scholars and Exhibitioners.

No. XV.—Scholars and Exhibitioners for the Session 1894-95.

Faculty of Arts.

Senior Scholars.

Languages, Literatures and Histories of Ancient Greece and Rome.	Osborne J. Berg[illegible] Assoc. Q.C.C.
Mental and Social Science. . .	Patrick J. Carroll.
History, Political Economy, and Jurisprudence.	William G. Lundie, B.A.

Junior Scholars.

Third Year.

In Literature.	In Science.
Group A.—James Michael Burke.	Stephen B. Kelleher
Henry Ferguson Shepherd.	David M'Coy.
	W. J. Bannister
Group B.—Stephen B. Kelleher	Mary Jane Tarrs.

Second Year.

In Literature.	In Science.
Group A.—W. Lapsley	Andrew Ryan
Thomas A. Drought	William Steele
Henry B. Dale.	Francis J. Alcock.
	[illegible]
	David Kerr-Cross.
	Arthur B. Freeman.

First Year.

In Literature.	In Science.
Group A.—Henry W. L. Dickson.	Margaretta G. Murray.
William A. Cooper.	[illegible]
Michael A. Scanlon.	
Group B.—Edward T. Tuckey.	
Jacob J. Jaffe.	

Department of Engineering.

Second Year.

Michael Murphy.

First Year.

W. H. S. Dorman. | Robert Fulton.

Exhibitioner:—

Richard S. Johnson.

Faculty of Law.

Senior Exhibitioner.

Cornelius Lyhane.

Junior Scholars.

Third Year.

Charles Hastings Denroche.

Second Year.

Luke Stack.

Exhibitioner:—

David J. J. M'Donnell.

First Year.

Edward Sheehan.

Exhibitioners:—

Patrick J. Byrne. | Alphonsus M. O'Flynn.
Richard Healy. |

Faculty of Medicine.

Senior Exhibitioner:—

John Dundon, M.B.

Fourth Year.

Andrew A. F. M'Ardle.

Third Year.

Thomas Finucane. | John P. Murphy.

Exhibitioner:—

Joseph Shinkwin.

Second Year.

John Joseph O'Mahony. | T. P. O'Flynn.

Exhibitioners:—

Joseph O'Sullivan. | John Twohig.

Supernumerary Exhibitioner:—

J. T. Baskin.

First Year

In Science:—

John Torpey.

Exhibitioners in Practical Medicine, Surgery, and Midwifery.

Practical Medicine, ... Daniel J. O'Connor.
,, Surgery, ... John Booth.
,, Midwifery, ... Michael Burke.

Appendix B

Names of the Students awarded Prizes and Certificates at the Sessional Examinations, 1895.

No. XVI.—Students who were awarded Prizes and Certificates at the Sessional Examinations, 1895.

Faculty of Arts.

Third Year.

Greek,	1. Burke, James M.,	Prize.
Latin,	1. Burke, James M.,	..
History,	1. Carroll, Patrick J.,	Certificate.
Political Economy,	1. Park, Mary Jane,	Prize.
Jurisprudence,	1. Park, Mary Jane,	..
Mathematics,	1. Kelleher, Stephen B.,	..
Mathematical Physics,	1. Kelleher, Stephen B.,	..
Practical Chemistry,	1. M'Cay, David,	..

Second Year.

Greek,	1. Ryan, Andrew,	Prize.
	2. Drought, T. A. W.,	..
Latin,	1. Ryan, Andrew,	..
	2. (Doyle, H. B., / Drought, T. A. W.,)	Certificate.
English,	1. Doyle, H. B.,	Prize.
	2. Drought, T. A. W.,	Certificate.
French,	1. Drought, T. A. W.,	Prize.
Mathematics,	1. Ryan, Andrew,	..
	2. Steele, William,	..
(1.) Mathematical Physics,	1. Ryan, Andrew,	..
(2.) Mathematical Physics,	1. Steele, William,	..
	2. (*See* School of Engineering)	
	3. (*See* School of Engineering).	Certificate.
	4. Franklin, A. B.,	.
Experimental Physics,	1. Allen, F. J.,	Prize.
	2. Kernohan, David,	Certificate.
	3. Lapsley, William,	..
Chemistry,	1. Lapsley, William,	Prize.
	2. Kernohan, D.,	..
Botany,	1. Lapsley, William,	..
	2. Kernohan, D.,	..
Zoology,	1. Lapsley, William,	

Third Year.

Greek,	1. Dickson, H. W. L.,	Prize.
Latin,	1. Dickson, H. W. L.,	..
	2. (Magrath, Margaretta G., / Jaffe, Jacob T., / Tuckey, E. T.,)	Certificate.
English,	1. Dickson, H. W. L.,	Prize.
	2. Shinkwin, M. A.,	..
	3. Magrath, Margaretta G.,	Certificate.
	4. Tuckey, Edward T.,	
French,	1. (*See* School of Engineering)	Prize.
	2. Shinkwin, M. A.,	..
	3. Tuckey, E. T.,	..
Mathematics,	1. Magrath, M. G.,	..
German,	1. Jaffe, Jacob T.,	..
Experimental Physics,	1. (*See* School of Engineering)	
	2. (*See* School of Engineering). / (*See* Faculty of Medicine)	
	4. Magrath, M. G.,	Certificate.
	5. Tuckey, E. T.,	..
	6. (*See* Faculty of Medicine)	
	7. (*See* Faculty of Medicine)	
	8. Shinkwin, M. A.,	..

School of Engineering.

Third Year.

Civil Engineering,	1. Pearson, R.,	Prize.
Mathematical Physics,	1. (*See* Faculty of Arts).	
	2. Pearson, R.,	.

Second Year.

Surveying, &c.,	1. Steele, William,	Prize.
	2. O'Flynn, B.,	,,
	3. Murphy, Michael,	Certificate.
Geology,	1. Murphy, M.,	Prize.
Mathematical Physics,	1. (*See* Faculty of Arts).	
	2. Murphy, M.,	,,
	3. O'Flynn, B.,	Certificate.
Practical Chemistry,	1. Steele, William,	Prize.

First Year.

Mathematics,	1. (*See* Faculty of Arts),	Prize.
	2. Dorman, W. S. H., / Fulton, R.,	,,
Geometrical Drawing,	1. Dorman, W. S. H.,	,,
	1. Fulton, R.,	,,
Experimental Physics,	1. Dorman, W. S. H.,	,,
	2. Fulton, R.,	,,
Chemistry,	1. Fulton, R.,	,,
French,	1. Dorman, W. S. H.,	,,
Office Work,	1. Dorman, W. S. H.,	,,
Prize in Architecture,	Roberts, T. E.,	Certificate.

Faculty of Law.

Jurisprudence,	1. Sheehan, Ed.,	Prize.
	2. Byrne, P. J.,	,,
	3. Healy, R.,	,,
Civil Law,	1. M'Donnell, D. J. J.,	,,
	2. Stack, Luke,	,,
English Law (Third Year),	1. Denroche, C. H.,	,,
,, (Second Year),	1. Stack, Luke,	,,
	2. M'Donnell, D. J. J.,	,,
,, (First Year),	1. Byrne, P. J.,	,,
	2. Sheehan, Ed.,	,,
	3. Healy, R ,	,,

Faculty of Medicine.

Experimental Physics,	1. (*See* School of Engineering).	
	2. Torpey, Jn.,	Prize.
	4 & 5. (*See* Faculty of Arts).	
	6. Lee, R.,	Certificate.
Chemistry,	1. Torpey, Jn.,	Prize.
Practical Anatomy—		
(Third Year),	1. Finucane, T.,	,,
	2. Ross, George,	,,
,, (Second Year),	1. Charles, G. E.,	,,
	2. M'Cay, D., / Russell, M. J.,	,,
Anatomy and Physiology—		
(Senior Division),	1. Ross, George,	,,
,, (Junior Division),	1. Charles, G. E.,	,,
Practical Physiology and Histology,	1. ( ).	
	2. Finucane, T.,	,,
Practice of Medicine,	1. Shinkwin J ,	,,
	2. Finucane, T.,	,,
	3. Baskin, J. L.,	,,
Surgery,	1. Shaw, B. H.,	,,
	2. Baskin, J. L.,	,,
Midwifery,	1. Fitzgerald, D. P., B.A.,	,,
	2. M'Ardle, A. A. F.,	,,
Medical Jurisprudence,	1. Downey, John,	Certificate.
Pharmacy,	1. ( ).	
Practical Chemistry,	1. Charles, G. E.,	Prize.
	2. O'Mahony, J. F. J.,	,,

Prize in Ancient History,	Kelleher, Stephen B.
New Shakspere Society's Prize,	Burke, James M.

Appendix B.

Names of the Students who obtained Honours at the Royal University of Ireland in 1895.

XVII.—Students who obtained Honours at the Examinations of the Royal University of Ireland in 1894.

Faculty of Arts.

First University Examination.

English,	*Dale, Henry B.,	2nd Class Honour.

* Also entered from Queen's-street Collegiate School, Cork.

Second University Examination.

Latin,	Burke, James M.,	2nd Class Honour.
French,	Kelleher, Stephen B.,	1st Class ,,
English,	Burke, James M.,	,, ,,
Logic,	Burke, James M.	2nd Class ,,
Mathematics,	Kelleher, Stephen B.,	1st Class ,,
Mathematical Physics,	Kelleher, Stephen B.,	,, ,,
Experimental Physics,	Kelleher, Stephen B.,	,, ,,
Exhibitions,	Kelleher, Stephen B.,	1st Class Exhibition.
	Burke, James M.,	2nd Class ,,

Exhibitioners.

Kelleher, Stephen B.,	1st Class Exhibition.
Burke, James M.,	2nd Class Exhibition.

Degree of B.A.

Biological Science,	M'Ardle, Andrew A. F.,	1st Class Honour.
	M'Ardle, Andrew A. F.,	1st Class Exhibition.

Faculty of Law.

First Examination in Law,	Lyhane, Cornelius,	1st Class Honour.
	Lyhane, Cornelius,	2nd Class Exhibition.

School of Engineering.

First Professional Examination,	Steele, William,	2nd Class Honour.
	Steele, William,	2nd Class Exhibition.

Faculty of Medicine.

First Examination in Medicine.

Autumn.

Honours.

Botany,	M'Cay, David,	2nd Class Honour.
Experimental Physics,	M'Cay, David,	,, ,,

Second Examination in Medicine.

Spring.

Finucane, Thomas,	1st Class Honour and 1st Class Exhibition.
Murphy, John P.,	Upper Pass Division.
Shinkwin, Joseph,	,, ,,
White, William,	,, ,,

Autumn.

Ross, George,	Upper Pass Division.

Third Examination in Medicine.

Autumn.

M'Ardle, Andrew A. F.,	1st Class Honour and 2nd Class Exhibition

Medical Degrees Examination.

Spring.

Reid, John, B.A.,	Upper Pass Division.

Autumn.

O'Meara, Timothy J., B.A.,	2nd Class Honour and 2nd Class Exhibition.
Dundon, John.	Upper Pass Division.

Appendix C

Abstract of the Receipts and Expenditure.

C.—RECEIPTS, EXPENDITURE, SALARIES, FEES.

No. XVIII.—Abstract of the Receipts and Expenditure of Queen's College, Cork, from 1st April, 1894, to 31st March, 1895.

Dr.	Receipts.	£	s.	d.
To Balance on 1st April, 1894,		1,728	18	1
„ Grant from Consolidated Fund,		6,847	13	4
„ Grant in aid of maintenance,		1,600	0	0
„ College Fees and Fines,		116	11	1
„ Professors' Class Fees,		1,714	0	0
„ Miscellaneous Receipts,		1	0	0
„ Library Deposits,		30	0	0
„ Dividend on £1,156 19*s.* 9*d.*. the Blayney Fund,		—		
Total Receipts,		£12,038	2	6

Cr.	Expenditure.			
By Salaries of President, Professors, and Officers,			£4,636	1 3
„ Scholarships, Prizes, and Exhibitions,			1,315	17 8
„ Minor Officers, College Attendants, Gardeners, &c.,			565	19 11
„ Maintenance, out of Grant in aid, College Fees and Fines and Miscellaneous Receipts (details given below),			1,829	6 3
„ Class Fees,			1,723	16 8
„ Library Deposits repaid to Students,			39	0 0
„ From lapsed Balances in aid of Scientific Apparatus, Library, Museums, &c. :—				
„ Anatomical Department,	£86 1 6			
„ Pathological,	38 2 8			
„ Engineering,	1 4 3			
			125	8 5
„ Crawford Observatory Fund,			25	0 0
Total Expenditure,			£10,260	10 2

Balances.			
„ Consolidated Fund Grant,	£1,290 5 11		
„ Special Fund,	1 10 10		
„ Library Deposits,	38 0 0		
„ Blayney Fund,	—		
„ College Fees and Fines,	87 8 2		
„ Class Fees,	8 3 4		
„ Sums allotted by authority for special services,	202 12 8		
„ Crawford Observatory Fund,	149 11 5		
		1,777	12 4
Total Balances and Expenditure,		£12,038	2 6

Appendix.

Abstract of the Receipts and Expenditure.

ACCOUNT OF EXPENDITURE OF GRANT IN AID OF MAINTENANCE AND OF COLLEGE FEES AND FINES AND MISCELLANEOUS RECEIPTS.

To Library,			£399 1 2
,, Laboratories—			
Chemical,	£143 15 5		
Physical,	128 12 6		
Medical,	46 6 8		
Natural History,	22 9 5		
Engineering,	37 5 5		
		380 9 5	
,, Museums—			
Anatomical,	13 5 3		
Natural History,	2 2 0		
Salary of Curator,	30 0 0		
		45 7 3	
,, Printing, Stationery, and Advertising,		177 14 1	
,, Heating and Lighting,		449 8 10	
,, Botanic Garden and Grounds,		155 2 8	
,, Miscellaneous—			
Attendants' Clothing,	59 9 3		
Water Supply,	12 12 0		
Incidental Expenditure,	224 13 1		
Postage,	7 19 8		
Travelling,	16 9 0		
Fees returned to Students,	1 0 0		
		[illegible]	
Total,		£1,829 8 3	

Queen's College, Cork,
31st March, 1895.

W. R. JENNEY, Lieut.-Col.,
Bursar.

Salaries and Emoluments of Professorships.

No. XIX.—SALARIES AND EMOLUMENTS OF PROFESSORS AND OFFICERS, 1894–95.

	Appointed	Salary	Class Fees	Total
		£	£ s.	£ s.
Greek Language,	2 Jan. 1[illegible]	[illegible]	11 0	353 0
Latin ,,	1849	[illegible]	14 0	336 0 (a)
Mathematics,	1857	[illegible]	33 0	355 [illegible]
Natural Philosophy,	11 Jan. 1[illegible]	[illegible]	98 0	420 0
History and English Literature,	1[illegible]	[illegible]	12 10	334 10
Mental and Social Science,	1[illegible]	[illegible]	17 0	339 0
Chemistry,	1[illegible]	[illegible]	[illegible]	[illegible]
Natural History,	1[illegible]	[illegible]	[illegible]	[illegible]
Modern Languages,	1879	244	21 0	253 0 (d)
Anatomy and Physiology,	1[illegible]	212	385 10	707 10 (b)
Medicine,	1[illegible]	[illegible]	57 0	187 0
Surgery,	1881	[illegible]	89 0	219 0
Materia Medica,	1884	[illegible]	148 0	278 0 (c)
Midwifery,	1884	[illegible]	34 0	164 [illegible]
Engineering,	1[illegible]	[illegible]	41 10	331 10 (d)
Lecturer on Medical Jurisprudence,	—	—	—	—
English Law,	1884	150	18 0	168 0
OFFICERS:—				
Registrar,	1[illegible]	75	—	[illegible]
Bursar,	1885	75	—	75 0
Librarian,	1887	75	—	75 0

(a.) The Professor of Latin, not having accepted the Charter of 1869, receives only £250 per annum from the endowment, and has not acted as University Examiner.
(b.) Out of which the Professor has to provide the salary of his Demonstrator.
(c.) Includes Class Fees as Lecturer on Medical Jurisprudence (£81).
(d) The Professor of Modern Languages as Librarian, and the Professor of Engineering as Registrar, receive each £75 per annum.

Queen's College, Cork,
31st March, 1895.

W. R. JENNEY, Lieut.-Colonel,
Bursar.

No. XX.—Donations to Library.

Accademia dei Lincei; Rendiconti, Rome.
From the Accademia.

Annuario Università di Padova, 1894–95.
From the University of Padua.

Army Medical Department, Report for 1893. *From the Department.*

British Museum Publications:

Catalogue of Additions to the Manuscripts, 1888–1893.
Catalogue of Greek Coins, Troas, &c.
Catalogue of Seals in the Department of Manuscripts.
Catalogue of Designs from Greek Vases (*Murray*).
Catalogue of Birds. Vol. XXIV.
Catalogue of Snakes. Vol. II.
Catalogue of Mycetoza. *From the Trustees.*

Burke, Ed.: Speeches on American Taxation, &c. (Selby).
8vo.; London, 1895.
By Macmillan and Co.

Calendar of Aberdeen University, 1894–95.

Calendar of Edinburgh University, 1894–95.

Calendar of Glasgow University, 1894–95.

Calendar of The Royal Institute of Architects, 1894–95.

Calendar of Japan Imperial University, 1893–94.

Calendar of Mason College, Birmingham, 1894–95.

Calendar of Melbourne University, 1894–95.

Calendar of Owens College, Manchester, 1894–95.

Calendar of Queen's College, Galway, 1894–95.

Calendar of the Royal College of Surgeons, England, 1894–95.

Calendar of the Royal University, Ireland, 1894–95.

Calendar of Saint Mungo's College, Glasgow, 1894-95.

Calendar of University College, Bristol, 1894–95.

Calendar of University College, North Wales, 1894–95.

Calendar of University College, Nottingham, 1894–95.

Cambridge Philosophical Society:

Proceedings. Vol. VIII. Parts 3–4.
From the Society.

Canada, Royal Society:

Proceedings and Transactions for 1893. Vol. XI.
From the Society.

Canadian Gazette. (Received regularly).
From the Publisher.

China-Imperial Maritime Customs:

Customs Gazette, Nos. 101, 102, 103, 104.
Medical Reports, 41st and 42nd issues.
Returns of Trade for 1893 and 1894.
List of the Chinese Lighthouses, 22nd and 23rd issues, 1894 and 1895.
From the Inspector-General of Customs.

Appendix D.
Donations to Library.

Cicero: Oration, Pro Murena (Freese). 12mo; London, 1894
Orations against Cataline (Wilkins). 12mo; London, 1894
By Macmillan and Co.

Cleland, W. Loved, Lost, and Found. Memorial Verses (2nd ed.) 12mo; Liverpool, 1895
By the Author.

Cowper: Letters, Selections from (Webb). 12mo. London, 1895
By Macmillan and Co.

Department of Science and Art:
Return made of the Department on Technical Instruction.
Directory to June, 1894.
Report (41st) of the Department for 1894.
Supplement to 41st Report, 1894.
Bookbinding in the National Art Library.
Examination Papers, April–June, 1894.
Prospectus of the National Training School, 1894.
Prospectus of Sir Joseph Whitworth's Scholarships for Mechanical Science (29th ed.), 1894.
Catalogue of Machinery and Models, Part I., 1894.
Rules for Organised Schools.
Calendar and Regulations of the Department, 1893.
From the Department of Science and Art.

Dobbin and Walker: Chemical Theory. 8vo; London, 1894.
By Macmillan and Co.

Dumas, Alex. Les Trois Mousquetaires (Goodwin). 12mo, London, 1894
By Macmillan and Co.

Early English Text Society's Publications.
Prymer, or Lay Folks Prayer Book, Part I.
The Exeter Book, Part I.
From the Society.

Euripides: Alcestis (Earle). 12mo; London, 1894.
By Macmillan and Co.

Fasnacht, G. E.: Supplementary French Exercises. 12mo, London, 1894
By Macmillan and Co.

Fitzgerald, R. D.: Australian Orchids, Vol. V., Part II.
From the Government of N. S. Wales.

Foster and Shore: Physiology for Beginners. 8vo: London, 1894
By Macmillan and Co.

Galloways, Limited, Manchester:
Description and Illustrations of Boilers, Engines, and Machinery 1894
By Professor Jack.

Gonner, E. C. K. : Commercial Geography. 8vo ; London, 1894.
By Macmillan and Co.

Holborow, A. : Evolution and Scripture. 8vo ; London, 1892.
By the Author.

India :
Records of the Geological Survey.
Vol. XXVII. Parts 2, 3, 4.
Vol. XXVIII. Parts 1, 2.
By the Director of the Geological Survey.
Records of the Botanical Survey.
Vol. I. Parts 1, 2. *By the Director of the Botanical Survey.*
Annals of the Royal Botanic Garden, Calcutta.
Vol. IV. *By the Superintendent of the Garden.*

Institution of Civil Engineers :
Minutes of Proceedings. Vols. CXVI.–CXX.
From the Institution.

Jamieson, George : Papers on the Silver Question.
8vo ; London, 1895.
By the Author.

Japan : Mittheilungen aus der Medicinische Facultät der Kaiserlich-Japanische Universität.
B. II. No. 2.
B. III. No. 1.
By the University.

Local Government Board :
Report (Twenty-second Annual), 1892–93.
Reports and Papers on Cholera in England in 1893.
From the Local Government Board.

Manchester College, Oxford :
Proceedings at the Opening of, 1893. 8vo ; London, 1894.
From the Committee of Manchester College.

Medical News : *Received regularly.*

Meissner, C. : Latin Phrase Book. 8vo ; London, 1894.
By Macmillan and Co.

Minerva, Jahrbuch der Gelehrten Welt, 1894–95. Von Kekula und Trübner.
From the Publishers.

Molière : Le Malade Imaginaire (Fasnacht). 12mo ; London, 1894.
By Macmillan and Co.

Müller, Max : Sacred Books of the East.
Vols. XXXV.–XXXVI., and XLIX
From the Secretary of State for India.

Navy, Statistical Report of the Health of the Navy. For 1893.
From the Admiralty.

Appendix D.
Donations to Library.

Phaedrus: Fables (Nall). 12mo; London, 1894.
By Macmillan and Co.

Pliny: Selections illustrating Roman Life (Keene). 12mo; London, 1895.
By Macmillan and Co.

Plutarch: Life of Pericles (Holden). 8vo; London, 1894.
By Macmillan and Co.

Quarterly Returns of Marriages, Births, and Deaths in Ireland.
From the Registrar-General.

Queensland:
Catalogue of the Exhibits, and Catalogue of Minerals, in the Queensland Court of the Melbourne Centennial Exhibition, 1888.
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Transactions. Vol. XII. 1894.
From the Academy.

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Monthly Notices.
From the Society.

Royal Institute of British Architects:
Journal of the.
From the Institute.

Royal Irish Academy:
Proceedings. Vol. III. No. 3.
Transactions. Vol. XXX. Parts 13–14.
Cunningham Memoirs. No. 10.
From the Academy.

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Proceedings, Nos. 334–342.
Philosophical Transactions. Vol. 185 (A.) Part I.
Vol. 185 (B.) Part I.
From the Royal Society.

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By Macmillan and Co.

Sharp, R. R.: London and the Kingdom. 3 vols.; 8vo.; London, 1894.
From the Corporation of the City of London.

Souvestre, E.: Le Serf. 8vo; London, 1895.
,, Le Chevrier de Lorraine. 8vo; London, 1895.
By Macmillan and Co

Taylor, S.: Index of Medicine. 8vo; London, 1894.
By the Author.

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Coast and Geodetic Survey. Report of the Superintendent for 1892. Part II.
Geological Survey. 12th Report. 1890–91.
„ 13th Report. 1891–92
Geographical and Geological Survey. Vol. IX. 1893.
From the Director of the Surveys.

Iowa Geological Survey. Vol. II.
From the State Geologist of Iowa.

Minnesota : Geological and Natural History Survey.
Report for 1892.
Report for 1873. (2nd ed.)
Bulletin No. IX.
From the State Geologist of Minnesota.

Bureau of Education :
„ Statistics of Libraries in the United States and Canada.
„ Catalogue of "A. L. A." Library.
From the Education Department.

Bureau of Ethnology :
Eleventh Report, 1889–90.
Twelfth Report, 1890–91.
List of Publications of the Bureau.
An Ancient Quarry in Indian Territory.
From the Smithsonian Institute.

Department of Agriculture :
North American Fauna.—No. 8.
From the Department of Agriculture.

Report of the Commissioner on Education, 1890–91.
From the Education Department.

Smithsonian Institute :
Reports for 1892 and 1893.
Varieties of the Human Species.
Bibliography of Aceto, Acetic, Ester, and its Derivatives.
From the Smithsonian Institute.

Uruguay, Republic Oriental del :
Estadistica Escolar, for 1894.
Leyes Decretes y Reglamentos, 1895.
From the Registrar-General of the State.

Virgil : Aeneid, Books I.–VI. (Page). 12mo ; London, 1894.
By Macmillan and Co.

Weekly Returns of Births and Deaths in Ireland.
From the Registrar-General.

Welch, C. : History of the Tower Bridge, London.
4to ; London, 1894.
From the Corporation of the City of London.

Welcker, A. : Flavia (A Play). 12mo ; 1894. *By the Author.*

Xenophon : Anabasis, Book VII. (Nall). 12mo ; London, 1895
By Macmillan and Co

„ Selections, Illustrating Greek life (Keene).
12mo ; London, 1895.
By Macmillan and Co.

Appendix D.

Donations to Museums &c.

No. XXI.—Donations to Museums.

J. Wright, Esq., F.G.S.:
A named collection of Foraminifera.

E. S. Newburgh, Esq.:
A Collection of Shells.

The Director, Royal Gardens, Kew:
A Collection of Dry Fruits.

P. Moynihan, Esq.:
A Collection of Fossils.

Surgeon Captain Crawford:
A Pathological Specimen of Madura Feet.

The following gentlemen presented specimens to the Anatomical and Pathological Museum during the Session 1894–95:—

	Specimens
Dr. T. J. O'Meara,	25
Professor Pearson,	5
Dr. A. Cummins,	5
Dr. T. G. Atkins,	4
Dr. Cotter,	4
Dr. T. J. Murphy,	3
Dr. P. J. O'Brien,	3
Dr. Dalton,	3
Dr. E. Murphy,	2
Professor Corby,	2
Dr. Donovan,	2
Professor O'Sullivan,	2
Dr. P. T. O'Sullivan,	3
Dr. M'Naughton Jones,	1
Surgeon Captain Crawford,	1
Dr. O'Donoghue,	1
Dr. E. F. Power,	1
Dr. O'Mahony,	1
Dr. Gunsam,	1
Professor Charteris,	1
Dr. H. E. Townsend,	1
Dr. Hobart,	1

J. Cotter,
Curator Anatomical and Pathological Museum.

Dublin: Printed for Her Majesty's Stationery Office,
By Alex. Thom & Co. (Limited), 87 & 88 Abbey-street.
For Queen's College Cork Office.

THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, GALWAY,

FOR

THE SESSION 1894–95.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY ALEXANDER THOM & CO. (LIMITED).

And to be purchased, either directly or through any Bookseller, from
HODGES, FIGGIS, and Co. (LIMITED), 104, Grafton-street, Dublin; or
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JOHN MENZIES & Co., 12, Hanover-street, Edinburgh, and 90, West Nile-street, Glasgow.

1895.

[C.—7785.] *Price* 1½*d.*

CONTENTS.

Page

REPORT, ... 5

Appendix A.

I.—Return showing the Number of Students who entered Queen's College, Galway, in the Session 1894–95, ... 9

II.—Return showing the total number of Students in attendance during the Session 1894-95, their Religious Persuasions, and their Distribution among the Faculties, ... 9

III.—Numbers and Religious Persuasions of Students who have entered the Queen's College, Galway, in each year from its opening, . . . 10

IV.—Numbers and Religious Persuasions of Students attending Lectures in the Queen's College, Galway, in each Session from its opening, . . 11

V.—Return showing the Locality of Students present during the Session 1894–95, according to Provinces, and from elsewhere than Ireland, . 12

VI.—Return showing the Average Ages of the Students present during the Session 1894–95, ... 12

VII.—Table containing a List of the several Subjects Lectured upon during the Session 1894-95, the Number of Lectures given on each Subject, and the Number of Students attending the Classes, ... 12

VIII.—Names of Students of Queen's College, Galway, who obtained Degrees, Diplomas, and Honors at the Examinations of the Royal University of Ireland, in June and October Commencements in 1894, ... 13

Appendix B.

Return showing List of Professors and Officers in the College, Date of Appointment, their Salaries, and Emoluments, ... 15

Appendix C.

Account of the Receipts and Expenditure of the College for the year ended 31st March, 1895, ... 16

THE REPORT

OF THE

PRESIDENT OF QUEEN'S COLLEGE, GALWAY,

FOR

THE SESSION 1894–95.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY.

In accordance with the provisions of the Act of Parliament founding the Queen's Colleges, I have the honour of submitting to Your Majesty the following Report of the proceedings and condition of the Queen's College, Galway, for the Session 1894–95.

In the returns, which are furnished every year in the Appendix to the Report, detailed information will be found of the condition and working of the College in each year since it was opened for the reception of Students in 1849.

During the present Session one hundred and fourteen Students have been attending lectures, distributed as follows:—

In the Faculty of Arts the Students numbered	48;
In the Faculty of Medicine	54;
In the Faculty of Law	4;
In the Department of Engineering	25.

(See Appendix, page 9).

At the Examinations of the Royal University during the past year, some of the highest distinctions in the Faculties of Arts, Medicine, and Engineering, were obtained by Students of this College.

The condition of the Medical School, to which I called attention in my last report, continues to be satisfactory. A larger number of Students attended in the past Session than in that of 1893–94; and, although the increase was not a large one, it is worth mentioning in view of the fact that the new Medical Curriculum,—increased from four to five years, by order of the Medical Council,—is now in operation. The returns from many other Schools show a falling off, apparently from this cause.

The Professors of the Faculty of Medicine continue to act as Physicians and Surgeons of the Galway Hospital. Their services are rendered freely; and it is not too much to say that their action confers an obligation not only on the College but on the community at large. The Travelling Scholarship in Medicine of the Royal University, value £100, has been awarded to Mr. Robert Allen, M.B., who is also a Scholar of the College. This high distinction has been conferred on four occasions since the foundation of the University; and on three of these the successful candidate was a Student of this College. As the competition is open to all Medical Graduates of the University, the record is creditable to the teaching of the Medical Professors here, as well as to their efforts to stimulate students to devote themselves to the highest branches of Medical study.

Lectures on Practical Pharmacy were delivered for the first time this Session, temporary arrangements having been made to provide Laboratory accommodation for the Students in that Class. Some alterations in the class-room, approved by the Council, have been considered necessary in order that Students should have the full advantage of practical instruction in Pharmacy, as well as convenient access to the Materia Medica Museum.

The introduction of Electric Power into the Physical Laboratories, and the extension of these Laboratories by the Board of Works, are important additions to the efficiency of a growing department.

The increase in the number of Students attending the Classes

in Practical Chemistry,—which is double of the number in attendance two years ago,—has made the extension of the Chemical Laboratory a matter of urgent necessity. There is also pressing need of a larger Biological Laboratory in the department of Natural History. I have submitted requisitions to the Board of Public Works, who, I trust, will give them immediate attention.

The Department of Engineering, to which I referred with satisfaction in former Reports, has maintained its progress during the present Session; the Students numbering twenty-four. This progress, it may be hoped, will keep pace with the material and industrial development of the province.

The extension of knowledge by the pursuit of original research has not been neglected. The following Papers have been communicated to Scientific Societies:—To the Physical Society, by Professor Anderson, M.A., and J. A. M'Clelland, M.A., "On the Temperature of Maximum Density of Water, and its Coefficient of Expansion in the neighbourhood of this Temperature"; to the Royal Society, by Professor Dixon, M.A., "On the Singular Solutions of Simultaneous Ordinary Differential Equations and the Theory of Congruencies." This Paper is about to appear in the *Philosophical Transactions.* Also, from Owens College, Manchester, by William Gannon, M.A., late Exhibition Scholar of this College, "On Copper Electrolysis *in Vacuo*," and, in conjunction with Professor Schuster, "On a Determination of the Specific Heat of Water in terms of the International Electric Units." Professor Dixon has also contributed to Mathematical Science by a book on Elliptic Functions.

The Council and Corporate Body of the College have approved of the admission of Women to all College privileges.

In former Reports I made reference to several members of the Public Service who had proceeded from the class-rooms of this College to enter on those careers in which they have shown eminent capacity as administrators and in the higher walks of statesmanship. On the present occasion I may be permitted to

add to the list two cases of recent date:—Sir Anthony P. Macdonnell, D.Litt., K.C.S.I., has been placed on the Council of the Viceroy of India, and Mr. W. Llewellyn Lewis, M.A., has been raised to the Judicial Bench in Trinidad.

Testified by Your Majesty's dutiful servant,

THOMAS W. MOFFETT, *President.*

10th June, 1895.

APPENDIX.

APPENDIX A.

I.—Return showing the Number of Students who entered Queen's College, Galway, in the Session 1894–95.

	Matriculated.	Non-Matriculated.	Total.
Roman Catholics, . .	17	1	18
Presbyterians, . . .	10	–	10
Church of Ireland, . .	4	–	4
Wesleyan Methodists, .	1	–	1
Total, ...	32	1	33

With regard to religious denominations, the Students are classified as they designate themselves in the forms filled up at entrance.

II.—Return showing the Total Number of Students in attendance during the Session 1894–95, their Religious Persuasions, and their Distribution among the Faculties.

FACULTIES.	Church of Ireland.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Baptist.	Total.
Arts, ...	3	15	27	3	–	–	48
Law, ...	–	2	2	–	–	–	4
Medicine, ...	16	20	18	–	–	–	54
Engineering, ...	2	15	8	–	–	–	25
	21	52	55	3	–	–	131
Deduct— Attending in two Faculties, .	2	5	10	–	–	–	17
Total separate Individuals, .	19	47	45	3	–	–	114

III.—Numbers and Religious Persuasions of Students who have entered the Queen's College, Galway, in each year from its opening.

Session	Matriculated Students.	Non-Matriculated Students	Total.	Members of Church of Ireland	Roman Catholics	Presbyterians	Wesleyan and Methodists	Independents	Various	Total
1849–50, . .	64	4	68	24	38	6	–	–	–	68
1850–51, . .	23	3	26	10	9	7	–	–	–	26
1851–52, . .	31	5	36	13	21	2	–	–	–	36
1852–53, . .	21	2	23	8	12	3	–	–	–	23
1853–54, . .	25	5	30	12	15	3	–	–	–	30
1854–55, . .	26	15	41	13	18	3	2	–		41
1855–56, . .	32	7	39	14	15	8	1	1	–	39
1856–57, . .	35	8	43	15	22	3	1	1	1	43
1857–58, . .	36	7	43	16	17	9		1	–	43
1858–59, . .	44	4	48	20	19	7	2	–	–	48
1859–60, . .	35	5	40	12	25	1	–	1	1	40
1860–61, . .	*59	1	60	13	35	12	2	–	–	60
1861–62, . .	‡59	3	62	21	35	6	–	–	–	62
1862–63, . .	60	4	64	16	27	18	1	–	2	64
1863–64, . .	54	5	59	20	21	11	2	4	1	59
1864–65, . .	58	12	70	26	28	13	–	2	1	70
1865–66, . .	46	3	49	16	19	10	3	–	1	49
1866–67, . .	42	2	44	14	16	7	3	2		44
1867–68, . .	‡44	3	47	14	20	11	2	–		47
1868–69, . .	†56	4	60	20	24	15	1	–	–	60
1869–70, . .	49	5	54	20	25	6	2	–	1	54
1870–71, . .	52	6	58	22	28	12	–	1	–	63
1871–72, . .	†64	1	65	19	31	11	3	1	–	65
1872–73, . .	55	4	59	17	24	14	1	2	1	59
1873–74, . .	†80	3	83	27	31	21	3	1	–	83
1874–75, . .	67	7	74	24	35	14	1	–	–	74
1875–76, . .	‡81	10	91	21	35	31	3	1	–	91
1876–77, . .	†81	4	85	26	31	21	3		1	85
1877–78, . .	67	6	73	18	28	20	3	2	–	73
1878–79, . .	‡84	4	88	24	35	24	2	3	–	88
1879–80, . .	96	3	99	27	39	22	9	1	1	99
1880–81, . .	‡96	9	105	24	41	30	1	–	–	105
1881–82, . .	†77	3	81	15	36	24	4	–	1	81
1882–83, . .	41	3	44	7	15	11	–	–	1	34
1883–84, . .	28	4	32	5	13	14	1	–	1	32
1884–85, . .	34	8	42	14	10	17	1	–	–	42
1885–86, . .	23	8	31	5	14	11	1	–	–	31
1886–87, . .	‡40	3	43	8	20	15	–	–	–	43
1887–88, . .	29	4	33	7	13	11	2	–	–	33
1888–89, . .	40	2	42	11	11	19	1	–	–	42
1889–90, . .	40	4	44	10	20	14	–	–	–	44
1890–91, . .	38	5	43	11	12	17	3	–	–	43
1891–92, . .	37	2	39	6	12	18	3	–	–	39
1892–93, . .	32	2	34	4	17	13	–	–	–	34
1893–94, . .	38	2	40	10	9	19	2	–	–	40
1894–95, . .	32	1	33	4	13	13	1	–	–	33
Total . .	2,204	219	2,423	795	1,015	597	70	32	14	2,523

* Including three who had previously been in attendance as non-matriculated students.

† Including two who had previously been in attendance as non-matriculated students.

‡ Including one who had previously been in attendance as a non-matriculated student.

IV.—Numbers and Religious Persuasions of Students attending Lectures in the Queen's College, Galway, in each Session from its opening.

Session.	Matriculated Students.	Non-Matriculated Students.	Total.	Members of Church of Ireland.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Various.	Total.
1849–50, . .	64	4	68	24	38	6	–	–	–	68
1850–51, . .	60	3	63	22	28	13	–	–	–	63
1851–52, . .	68	5	73	25	41	7	–	–	–	73
1852–53, . .	73	2	75	26	40	9	–	–	–	75
1853–54, . .	76	5	81	30	42	9	–	–	–	81
1854–55, . .	69	16	85	32	46	5	2	–	–	85
1855–56, . .	78	9	87	26	42	14	3	2	–	87
1856–57, . .	88	8	96	30	49	10	3	3	1	96
1857–58, . .	92	8	100	31	47	16	3	2	1	100
1858–59, . .	113	9	122	37	64	15	4	1	1	122
1859–60, . .	111	7	118	31	69	11	2	2	3	118
1860–61, . .	141	3	144	33	85	19	3	2	2	144
1861–62, . .	148	5	153	39	91	19	3	1	–	153
1862–63, . .	161	4	165	33	95	32	2	–	3	165
1863–64, . .	160	5	165	41	91	25	3	4	1	165
1864–65, . .	157	12	169	50	78	31	2	6	2	169
1865–66, . .	139	5	144	33	71	29	4	4	3	144
1866–67, . .	133	2	135	36	62	27	4	5	1	135
1867–68, . .	124	3	127	34	54	32	3	4	–	127
1868–69, . .	146	4	150	47	63	34	2	4	–	150
1869–70, . .	130	8	138	42	66	24	2	3	1	138
1870–71, . .	115	8	123	37	62	20	–	4	–	123
1871–72, . .	139	2	141	31	79	25	4	2	–	141
1872–73, . .	135	3	138	28	68	35	3	3	1	138
1873–74, . .	152	4	156	35	77	38	5	1	–	156
1874–75, . .	149	6	155	37	71	40	4	3	–	155
1875–76, . .	156	11	167	28	82	50	3	4	–	167
1876–77, . .	165	9	174		89	53	4	2	–	174
1877–78, . .	166	9	175	36	73	61	5	–	–	175
1878–79, . .	162	5	167	29	68	64	3	3	–	167
1879–80, . .	176	4	180	29	72	63	2	1	–	180
1880–81, . .	201	7	208	34	87	78	9	–	–	208
1881–82, . .	192	9	201	41	85	65	10	–	–	201
1882–83, . .	141	3	144	28	67	44	4	–	1	144
1883–84, . .	99	4	103	15	45	40	2	1	–	103
1884–85, . .	95	5	100	21	27	48	2	1	1	100
1885–86, . .	85	9	94	19	29	42	3	–	1	94
1886–87, . .	99	4	103	18	38	45	2	–	–	103
1887–88, . .	95	5	100	17	36	43	3	1	–	100
1888–89, . .	105	2	107	17	36	50	3	1	–	107
1889–90, . .	118	4	122	18	51	51	1	1	–	122
1890–91, . .	105	6	111	18	42	47	4	–	–	111
1891–92, . .	108	2	110	23	37	44	6	–	–	110
1892–93, . .	104	4	108	13	46	45	4	–	–	108
1893–94, . .	118	2	120	20	51	44	5	–	–	120
1894–95, . .	113	1	114	19	47	45	3	–	–	114

V.—RETURN showing the LOCALITY of STUDENTS present during the Session 1894–95, according to Provinces, and from elsewhere than Ireland.

	Students.
Province of Connaught,	51
,, Munster,	10
,, Ulster,	48
,, Leinster,	5
Total,	114

VI.—RETURN showing the AVERAGE AGE of the STUDENTS present during the Session 1894–95.

Age.	Students.	Age.	Students.
Under 17 years,	—	20 and under 21,	22
17 and under 18,	17	Above 21 years,	35
18 ,, 19,	19		
19 ,, 20,	21		114

VII.—TABLE containing a LIST of the several SUBJECTS Lectured upon during the Session 1894–95, the NUMBER of LECTURES given on each Subject, and the NUMBER of STUDENTS attending the Classes in each Subject.

	No. of Lectures on each Subject.	No. of Students attending the Classes in each Subject.
Greek,	204	15
Latin,	343	29
Mathematics,	347	35
Natural Philosophy,	(a) 351	62
Practical Physics,	51	14
English Language,	61	15
,, Literature and History,	167	7
Metaphysics,	44	1
Logic, Senior and Junior,	67	6
Chemistry—Theoretical,	185	26
,, Practical,	214	33
Botany,	58	14
Zoology,	52	15
Practical Biology,	29	11
Mineralogy and Geology,	58	8
Modern Languages,	295	34
Political Economy,	39	4
Jurisprudence,	36	5
Civil Law,	52	4
English Law,	59	4
Physiology, Senior and Junior Classes,	117	22
Practical Physiology,	34	9
Histology,	34	9
Anatomy,	97	29
Medicine,	54	16
Surgery,	56	11
Materia Medica,	41	10
Midwifery,	61	11
Medical Jurisprudence,	34	3
Engineering and Drawing,	265	25
Pathology (3 months),	33	6
Practical Pharmacy,	24	13

(a) In addition, the Senior Scholar delivered 20 lectures to the Junior Class.

VIII.—NAMES of STUDENTS of QUEEN'S COLLEGE, GALWAY, who obtained DEGREES, DIPLOMAS, and HONOURS at the EXAMINATIONS of the ROYAL UNIVERSITY of IRELAND, in JUNE and OCTOBER COMMENCEMENTS in 1894.

FACULTY OF ARTS.

Degree of M.A.

Henry, John, Honours in Mathematical Physics and Experimental Physics, First Class and Special Prize of £40.

Pass.

M'Gregor, William. | M'Ilwaine, Robert. | Rutledge, John G.

Degree of B.A.

Entrican, Samuel W., Second Class Exhibition, £21, and Second Class Honours in Ancient Classics.
Flack, William T., Second Class Exhibition, £21, and Second Class Honours in Ancient Classics.
Hanna, Robert, Second Class Exhibition, £21, and Second Class Honours in History, Political Economy, and Jurisprudence.
Johnston, James, First Class Exhibition, £36.
Stewart, Thomas, Second Class Exhibition, £18.
Keegan, David M., Second Class Honours in History, Political Economy, and Jurisprudence.
Jones, James, Second Class Honours in History, Political Economy, and Jurisprudence.

Pass.

Walker, William. | M'Donagh, Thomas J.

Second University Examination in Arts.

Pass.

Bell, William H. | Dowling, Patrick. | Henry, Moses.
Johnston, James, Second Class Honours in Latin, First Class Honours in English, First Class Exhibition, £36.
Kernaghan, Thomas W. | M'Elfatrick, Thomas A. | Mills, John A.
Montgomery, Alexander W., Second Class Honours in Biology.
Neilson, Robert A.
Ryan, Hugh, Second Class Honours in Mathematical Physics, and Second Class Honours in Experimental Physics.
Stewart, Thomas, Honours in Mathematics, Second Class, and First Class Honours in Mathematical Physics.
Thompson, W. L.

First University Examination in Arts.

Pass.

Orr, William. | Garvey, Patrick.
M'Cay, John. | Hall, Arthur.
Farley, William J. | M'Kinley, David.
Forde, Michael J. |

Keogh, William P., Honours in French.
Lyons, Frederick W., Second Honours in French and Second Class Exhibition, £15.
M'Lean, Robert J., Honours in French.
Moody, James, Second Class Honours in Natural Philosophy.
Reid, John, First Class Exhibition, £30, Second Class Honours in Natural Philosophy, First Class Honours in Latin, Second Class Honours in Greek, First Class Honours in English.
Strain, James K., Honours in Latin.
Watson, John, Second Class Exhibition, £15. Honours in English, Second Class, Second Class Honours in French

Watt, George, Second Class Exhibition, £15, Second Class Honours in English, Second Class Honours in French, and Second Class Honours in Natural Philosophy.

Brown, Henry, Second Class Exhibition, £15, Second Class Honours in Latin, Second Class Honours in English, Second Class Honours in Natural Philosophy.

Carmichael, J. S., Second Class Honours in Natural Philosophy.

FACULTY OF LAW.

First Examination in Law.

Pass.

M'Gregor, William. | M'Ilwaine, Robert. | Rutledge, John G.

EXAMINATION IN ENGINEERING.

Second Professional Examination in Engineering.

Henry, John, Second Class Honours and Second Class Exhibition, £18.

Pass.

Howley, Richard J. | Moon, Frederick W. | Wilson, David.

First Professional Examination in Engineering.

Carmichael, John S., Second Class Honours.

Pass.

Brady, Thomas T. | M'Kinley, David. | Orr, William.
Jennings, Edward C. | O'Dea, William.

EXAMINATION IN FACULTY OF MEDICINE.

Degrees of M.B., B.Ch., and B.A.O.

Pass.

Farrington, Walter (Galway and Belfast.)

Travelling Medical Scholarship.

Allen, Robert, M.B.

Third Examination in Medicine.

Pass.

Nixon, John C. (B.A.) | Downard, Thomas (B.A.)
Carroll, William (Galway and Cork.) | Hewitt, David W.
Hynes, Mortimer.

Second Examination in Medicine.

Upper Pass.

Montgomery, Alexander W.

Pass.

Carbery, Edward O'B. | Henry, Moses.
Corry, John G. | M'Kelvey, Thomas.
Keenan, John T. (B.A.) | O'Flahertie, Patrick E.
Geraghty, Patrick C. | Sloan, John.

First Examination in Medicine.

Pass.

Hewitt, Alfred J. | Staunton, Alfred M.
Paisley, William. | Anderson, Hannah (B.A.)
Scott, Frederick S.

Ryan, Hugh, Second Class Honours in Zoology, Second Class Honours in Chemistry, and First Class Honours in Experimental Physics, and Second Exhibition, £10.

APPENDIX B.

RETURN showing LIST of PROFESSORS and OFFICERS in the COLLEGE, DATES of APPOINTMENT, their SALARIES, and EMOLUMENTS.

CHAIR.	Date of Appointment of present Professors.	Salary from Endowment of Chair.	Emoluments. Pension as University Examiner.	Emoluments. Class Fees, Session 1894-95.	Observations.
		£	£	£ s. d.	
The Professor of Greek,	November, 1864,	330	20	22 10 0	
,, Latin,	January, 1890,	330	—	50 0 0	
,, Mathematics,	November, 1893,	330	—	56 0 0	
,, Natural Philosophy,	December, 1885,	330	—	101 0 0	
,, History, English Literature, and Mental Science,	August, 1849.	£226 13 4	20	35 0 0	
,, Chemistry,	November, 1891,	300	—	129 0 0	The College Council allowed to the Professor of Midwifery a stipend of £20 for lecturing in Medical Jurisprudence, and a like sum to the Professor of Chemistry as joint lecturer in same subject. Also a sum of £20 to the Professor of Practice of Medicine for lectures on Pathology. And a sum of £20 to the Professor of Materia Medica for lectures on Fever Cases.
,, Natural History, ,, Mineralogy and Geology,	November, 1883,	300	—	46 0 0	
,, Modern Languages,	July, 1886,	220	—	54 0 0	
,, Jurisprudence and Political Economy,	March, 1883.	150	—	20 0 0	
,, English Law,	February, 1859,	150	20	4 0 0	
,, Anatomy and Physiology,	November, 1873,	220	—	199 10 0	
,, Practice of Medicine,	November, 1879,	150	—	25 0 0	
,, Practice of Surgery,	January, 1888,	150	—	15 0 0	
,, Materia Medica and Pharmacy,	February, 1878,	150	—	42 0 0	
,, Midwifery,	October, 1876,	150	—	19 0 0	
,, Civil Engineering,	November, 1860,	300	—	67 0 0	
Lecturers on Medical Jurisprudence,	—	—	—	*6 0 0	
OFFICE.		OFFICE.			
The Registrar,	March, 1880,	75	—	—	
The Bursar,	October, 1893,	75	—	—	
The Acting Librarian,	December, 1876,	75	—	—	

* This sum was paid to the Professors of Midwifery and Chemistry, who are joint Lecturers on Medical Jurisprudence.

APPENDIX

ACCOUNT of the RECEIPTS and EXPENDITURE of the

Receipts	£ s. d.	£ s. d.
Balances on 1st April, 1894, viz.:—		
General Account,	—	29 12 10
Special Account,	—	—
Grant Charged on Consolidated Fund (net amount received),	—	5,434 8 8
Annual Grant of Parliament, viz.:—		
In Aid of Expenses of Maintenance,	—	1,600 [illegible]
In Repayment,	—	—
Professors' Class Fees,	—	882 10 0
College Fees, 112 Students at 10*s.*	—	56 0 0
Fines,	—	2 5 6
Dividends on Stock (£1,[illegible])	—	3 [illegible]
Do. (£1,108 5*s.* 11*d.*),	—	2 [illegible]
Endowments,	—	—
Donations for Special Purposes,	—	—
Library Deposits,	—	37 [illegible]
Proceeds of Sale of Stock,	—	[illegible]
Miscellaneous Receipts for Sale of College Meadow, &c.,	—	1 [illegible]
Interest on Deposit Account,	—	—
Due Bank of Ireland, on No. 1 account,	—	529 8 1
Outstanding cheques,	—	44 17 [illegible]
The Commissioners of the Exhibition Scholarship of 185[illegible] special,	—	150 0 0
Total,	— [illegible]	[illegible]

C.

COLLEGE, for the year ended 31st March, 1895.

PAYMENTS.	£ s. d.	£ s. d.
Salaries, &c., paid out of Permanent Grant, viz.:—		
President, Professors, and Officers,	—	4,656 6 4
Scholarships, Prizes, and Exhibitions,	—	1,488 10 0
Minor Officers, Porters, and Servants,	—	521 3 10
Galway Hospital,	—	15 15 6
Library (£286 0*s.* 10*d.*):—		
Ancient and Modern Languages,	54 5 8	
Mathematical and Physical Sciences,	68 15 8	
Natural Sciences,	63 19 10	
Engineering,	7 18 5	
Medical Sciences,	57 17 5	
Mental and Legal Sciences,	14 4 1	
General Library,	15 4 10	
Binding and Printing Catalogue,	3 4 11	
Apparatus, Diagrams, Materials for Laboratory, &c. (£397 8*s.* 6*d.*):—		
Chemical Laboratory,	103 16 10	
Physical Cabinet,	115 7 10	
Engineering—Diagrams, &c.,	21 9 4	
Medical Faculty—Apparatus, &c.,	156 14 6	
Museum of Natural History,	50 7 10	
Museum of Medical Sciences,	27 6 7	
Printing, Stationery, and Advertising,	216 5 7	
Heating and Lighting,	245 1 0	
Botanic Garden and Grounds,	205 18 2	
Miscellaneous (£161 19*s.* 4*d.*):—		
Porters' Clothing (two years),	66 8 9	
Water Supply,	13 17 2	
Incidental Expenses—Postage, Carriage, Cleansing, &c.,	12 2 8	
Insurance,	25 16 6	
Electric Light,	43 14 3	1,589 17 10
		871 8 10
Professors' Class Fees,	—	—
Endowments, invested in Three per Cent. Stock,	—	—
Special Expenses (out of Donation),	—	33 0 0
Library Deposits Repaid,	—	—
Purchase of Land (Moiety of Purchase Money),	—	14 15 4
Special Exhibition—chargeable to the "Blayney" Bequest,	—	207 18 11
Repayment to Bank,	—	
Payments out of College Fees (£97 7*s.* 2*d.*):—		
Stipend to College Auditor,	12 12 0	
Clerical work at College Calendar,	20 0 0	
Special, for Stamps,	1 0 6	
Lectures on special classes,	40 0 0	
Do. Vaccination,	7 7 0	
Expenses on account of the Anatomy Department,	14 12 6	
Students Refreshment Room—Requirements,	1 15 2	97 7 2
Payments (out of Miscellaneous Receipts) for Lectures on Pathology,	—	10 0 0
And for Lectures on Medical Jurisprudence,	—	30 0 0
Stipend to Student for the Scholarship Exhibition per the Commissioners of 1851,	—	150 0 0
Balance on 31st March, 1895, viz.:—		
General Account,	351 17 4	
Special Account,	28 19 3	
		380 16 7
TOTAL,	— £	10,067 0 4

In addition to the Cash Balance, there is standing to the credit of the College the sum of £1,108 5*s.* 11*d.*, New Three per Cent. Stock. Also a sum of £1,500 further Investment—out of Endowment Fund.

The accounts of the College up to 31st March, 1895, have been examined, and found correct, by the College Auditor. And the Certificate of the Comptroller and Auditor-General has been also received, certifying to the correctness of the accounts for the year ending 31st March, 1894.

J. I. LYNHAM,
Bursar.

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